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Analysis of Observed Critical Task Performance of Title I - ESEA Principals, State of Illinois

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ANALYSIS OF OBSERVED CRITICAL TASK PERFORMANCE
OF
TITLE I-ESEA PRINCIPALS
STATE OF ILLINOIS

A DISSERTATION
PRESENTED TO THE GRADUATE FACULTY
OF THE
SCHOOL OF EDUCATION
LOYOLA UNIVERSITY

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
DOCTOR OF EDUCATION

by
Salvatore A. Vallina

1978

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Vita

Salvatore A. Vallina was born of Spanish-Italian heritage in Chicago, Illinois, and is a product of the Chicago Parochial School System. He received his Bachelor of Education degree from Chicago Teachers College in 1952. Following service in the United States Army during the Korean War, he acquired a Masters of Education degree from Loyola University in 1958, and a Doctor of Education degree from Loyola University of Chicago in 1978.

Salvatore A. Vallina began his educational career in the Chicago Public School System as an elementary classroom teacher. His experiences in Chicago, Illinois, included elementary, high school and junior college teaching. Mr. Vallina began his administrative experience as an assistant principal of the Gershwin Elementary School of Chicago in 1965. He passed the principal certification examination of the Chicago Public School System in 1967 and was assigned to the William H. Ray Elementary School in 1969.

Presently, Salvatore A. Vallina continues to serve as the principal of the Ray School in the Hyde Park Area of Chicago, Illinois.

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CHAPTER I

Introduction

Historically, the position of principal has been recognized as a supervisory task related to the education of children through leadership of a teaching faculty. At first the principal's job was primarily that of a record keeper and accountant, but as schools became more complex, it became necessary for the principal to become more of a manager.¹

The principalship in today's society continues to change in terms of task behavior and performance, but still within the role of leadership expectancies.

The idea of the principal is one that does seem to endure. References to the principal's leadership role have been prominent in the literature for fifty years, and will likely continue for another fifty. No one will argue that the principal should not be a leader.²

While it would appear that there is agreement as to the importance of the principal-leader, Erickson concludes that:

It would appear that research of the school administrator represents an immature field, lacking well-established canons of inquiry of any notable rigor and still suffering from efforts that reflect little awareness of previous developments.³

¹Charles F. Faber and Gilbert F. Shearron, Elementary School Administration, Theory and Practice (New York: Holt, Rinehart and Winston, Inc., 1970).

²Ibid. p.211

³Donald A. Erickson. "The School Administrator", Review of Educational Research 37 (October 1967): 417-430.

Particularly in inner-city schools is the role of the principal a critical one. Havighurst goes so far as to say, in fact, that:

...the vital factor (in successful poverty-designated schools) in every case seems to be the leadership given by the principal, his organizational ability, and his ability to convey to his staff an enthusiasm for the task of teaching these children and a conviction that these children could be helped to achieve successfully in school.⁴

With the passage of the Elementary and Secondary Education Act of 1965 (P.L. 89-10) the nation made a commitment to improving the education of children with handicaps -- physical or socio-economic -- albeit a modest one. Considering the total public school operating budget, the ESEA increment was only about 3% nationally. While there have been many positive outcomes of the ESEA legislation, the hoped-for academic improvement has been disappointing at best, all the more so because it is increasingly clear that only through educational gains can disadvantaged children have an opportunity to enter the mainstream of American life. ✓

ESEA studies over the years have revealed that, in spite of increased funding for materials and additional personnel, programs in local schools failed when local school

⁴Robert J. Havighurst, The Public Schools of Chicago (Chicago: Board of Education, 1964).

personnel lacked a sense of participation and/or enthusiasm for the project. Searches for "teacher-proof" materials failed miserably. The best-laid plans of top federal and state administrators were brought to a halt by reluctant, uninformed and unappreciated local school people.⁵

Like other big cities, Chicago has received millions of dollars from ESEA Title I funds, and the results at this date indicate few successes in raising achievement levels of inner-city children to national norms.

Because ESEA Title I schools in Chicago make such a poor showing compared to national norms, it is easy to overlook differences among them. By comparing these schools to schools with similar racial make-up and similar poverty ranking, it is possible to identify some inner-city schools that are far more successful than others, as measured by the Iowa Test of Basic Skills (ITBS) reading scores.

Since it is understood that the principal is a most important figure in inner-city schools and, further, since it has not been shown that program variations account for significant gains in achievement, it would seem beneficial to evaluate principal leadership tasks and performances in these relatively successful schools, holding factors of race, socio-economic status and school organization constant.

That successful instruction of inner-city students is an increasingly major task for Chicago public school educators

⁵William Wayson, "ESEA: Decennial Views of the Revolution, II. The Negative Side," Phi Delta Kappan 57 (November 1975): 151-156.

can be shown by demographic studies of District 299 during the past two decades. Successive patterns of segregation (white)-integration-resegregation (black) have decreased the percentage of white students in the district to less than 25% (1976-77).

The complexity of these changes demand that the principal be not only a change agent in order to improve instruction but also be flexible enough to change himself as student needs and priorities change in his school community. He also needs to be strong and forceful enough to maintain high standards of achievement and discipline through the difficult days of transition.

In school communities where most families are above the poverty level, it is likely that a wider variety of leadership choice can be tolerated in a school. In those situations, the school has a less demanding task, since many strengths come from the home and community. Coleman⁶ found in his study of equal educational opportunity that children from strong home backgrounds achieved about as well in fully-equipped and staffed schools as they did in schools with poor facilities and poor faculties. Home and personality variables were more important than any school variables in accounting for performance. The reverse was true for

⁶James Coleman, Equality of Educational Opportunity (United States Government, 1966).

poor children, however; some school variables did make a difference in performance. For these children, improving the school in meaningful ways can lead to improved performance. The hard task, of course, is to discover what those meaningful ways might be.

Purpose of the Study

The purpose of this study was to investigate, by comparative and analytical observation, the functional management and leadership role in critical task areas of selected inner-city elementary school principals in District 299 (Chicago). Because of the exploratory nature of the study and the known complexities in the study of leadership and leadership behavior, the design and methodology used in this investigation included a survey instrument, in-depth interviews, and direct observation of principal behavior during the daily performance of the identified critical task areas. Through a systems approach, the task performance of principals in relatively successful ESEA Title I schools was compared to that of principals in relatively unsuccessful ESEA Title I schools, as determined by performance on ITBS reading scores in 1974-75 and 1975-76. The study analyzed, compared, and contrasted the major strengths, weaknesses and priorities of these two groups of principals. ✓

By determining what aspects of principal leadership behavior appear to be related to relatively high student achievement, it is then possible to instruct principals

through graduate education programs in administration and supervision and on the job through in-service and administrative university programs as to the kinds of behaviors in the critical task areas that are important to the functional management role.

Identification of Critical Task Areas Within the Leadership and Management Role

The Southern States Cooperative Programs and Educational Administration (SSCPEA) conducted a study in 1965 which identified eight critical tasks of educational administrators.⁷

These eight tasks were as follows:

1. Instruction and curriculum development
2. Pupil personnel
3. Community-school leadership
4. Staff personnel
5. School Plant
6. Organization and structure
7. School finance and business management
8. Transportation

These tasks summarized what administrators said they were doing. According to Edward H. Litchfield, it is also important to study the process involved in the task structure.⁸

Although the SSCPEA study and Litchfield article are dated, they are still relevant to the job performance of today's elementary principal. Project Rome's 1977 study focused on similar administrator tasks. Therefore, SSCPEA and Litchfield are germane to the intent of this study.

In this investigation, the principal's actual behavior was studied, rather than having him simply complete a questionnaire; therefore the research focused on the following

⁷Southern States Cooperative Program in Educational Administration, Better Teaching in School Administration. (Nashville: George Peabody College for Teachers, 1965).

⁸Edward H. Litchfield. "Notes on a General Theory of Administration," Administrative Science Quarterly (June 1956): 3-29.

modified critical task areas:

1. Instructional
2. Pupil personnel
3. Community relations
4. Staff personnel
5. School plant/financial

Faber and Shearron state that the search for traits of the successful leader have not been successful, but they do believe that an attempt to delineate competencies of successful principals will prove fruitful if related to the job.⁹ Robert Katz agrees that a more useful approach is to concentrate on what good principals do (the kinds of skills they exhibit in carrying out their job effectively) rather than what good principals are (innate traits).¹⁰

Description of the Target Population

This study was conducted within District 299 (Chicago) and dealt with K-8 schools receiving funds from the Elementary and Secondary Education Act, Public Law 89-10, Title I. The target schools were identified through the following District 299 documents:

1. The Procedures for Determining Eligibility for ESEA Title I Services, Fiscal 1975 and 1976.
2. The Report on City-Wide Testing Program in Reading Comprehension, 1974-75 and 1975-76.
3. The Racial/Ethnic Survey of Students, 1976.

⁹Faber and Shearron, op. cit., p.222.

¹⁰Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review 33 (January-February 1955): 33-42.

The first document listed all the District 299 schools by rank order according to the percent of children from poverty-level families. ESEA Title I schools are those that have more than the District wide average of poverty children, which is around twenty-seven percent (it varies from year to year).

The second document reported the median scores of the city's spring testing program. The Iowa Test of Basic Skills was administered to age cycles seven through fourteen and was correlated with the reading continuous progress level of the student.

The third document set forth the racial and ethnic make-up of all the District 299 public schools.

In order to keep constant factors of socio-economic status, race, primary language and school organization, only the schools which met the following criteria were considered for the study:

1. K-8 organization
2. Eligible for ESEA Title I funding
3. Student population 99%+ black
4. Primary student language is English
5. ITBS scores reported at age cycles 11 and 13 for the school years 1974-75 and 1975-76.¹¹

Of this pool of 61 schools, 20 were selected as

¹¹Because some scores were such that they could have been obtained by chance, they were not reported. Such schools were omitted from the study.

target schools for this study.¹² Obviously, these schools were not all at the same level of poverty and it was important to take this into account in making comparisons. Since socio-economic status and achievement are so strongly related, it was assumed that a school with 85% poverty students (the poorest school in Fiscal 76) would show lower achievement scores than a school with 28% poverty students, and in fact this was true. For example, in 1976, District 299 schools with the highest percentage of poverty students tested an average of 4.2 (reading grade equivalent) at age cycle 11 while those ESEA Title I schools with the lowest poverty percentage showed scores of 4.7. Similarly, for age cycle 13, the poorest schools had a mean score of 5.2 while the least poor ESEA Title I schools tested at 6.0. These differences had to be taken into account when selecting the target schools.

In order to take into account these differences of socio-economic status, an "achievement quotient" measure for each of the 61 schools in the study was established. The

¹²An additional criterion had to be added to the five listed above in selecting the sample schools: the principal for 1977-78 had to have been in that position for at least two years. Unfortunately, this requirement eliminated some important schools, but it would be quite irrelevant to study a brand new principal in a school that had been included in the study on the basis of past performance.

achievement quotient, or A.Q., can be compared to the intelligence quotient, or I.Q., which compares actual ability to expected ability at various age levels and has a mean of 100 for any given age.

The national norm for students at age cycle 11 is 6.8 (grade 6, eighth month at the time of testing). An average school whose students test at 6.8 would have an achievement quotient of 100, just as the average child at age 11 (or any other age) has an I.Q. of 100. The achievement quotient can be found as follows:

School X median reading comprehension score at age cycle y divided by the mean of reading comprehension scores for similar schools times 100 equals A.Q.

While it is reasonable to compare average schools against the norm of 6.8 for age cycle 11, it is not reasonable to compare high poverty schools against that norm, any more than it would be reasonable to compare highly affluent schools against that average norm, since they might be expected to do much better.

To illustrate the procedure for the poverty schools:

1. If school X has an age cycle 11 reading score of 4.7 and the mean for similar schools is 4.7, the A.Q. is 100.

4.7 divided by 4.7 equals 1 x 100 equals 100 A.Q.

2. If school Y has an age cycle 11 reading score of 4.7 and the mean for similar schools is 4.2, the A.Q. is 112.

4.7 divided by 4.2 equals 1.12 times 100 equals 112

A.Q.

3. If School Z has an age cycle 11 reading score of 4.2 and the mean for similar schools is 4.7, the A.Q. is 89.

4.2 divided by 4.7 equals .89 times 100 equals 89 A.Q.

By organizing the data in a manner similar to that of the well-known I.Q., it becomes instantly understandable to any investigator. It also makes it possible to combine test scores at different age cycles and different years and to compare schools of greatly different socio-economic backgrounds for a measure of relative effectiveness or success.

Since any given score in any given year can be rather unreliable (an unusually able group of students, an over-eager teacher), it was decided to obtain a combined age cycle 11 and 13, 1974-75 and 1975-76, achievement quotient in which the four scores were compared to scores in similar schools at those age cycles and in those years, with adjustments for changes in the poverty rank for any given school.

Thus, after obtaining the combined A.Q. for each of the 61 schools in the total sample, the ten most successful and the ten least successful were selected for study. (The terms "successful" and "unsuccessful" are relative, of course. The most "successful" schools still lag far behind national norms and the least "successful" schools are not necessarily the lowest scoring in the city, since many schools whose students have a primary language other than English have very low scores.)

Using a procedure similar to that of the A.Q., an attendance quotient (At.Q) was also obtained for each of

the 61 sample schools. By comparing the rate of attendance for the 1974-75 and 1975-76 school years for any given school with the mean for similar schools, a standard score was obtained and converted into a score with a mean of 100 and a standard deviation of 6 to make the scores comparable to the A.Q.'s in this study.

The table at the end of the chapter lists the target schools and pertinent data about each.¹³

The mean achievement quotient for the entire sample of 61 schools was 100 with a standard deviation of 6. The ten relatively successful schools had scores one standard deviation or more above the mean, and the ten relatively unsuccessful schools had scores one standard deviation or more below the mean. The twenty principals administering these schools comprised the study population.

Null Hypotheses of the Study

The following are the null hypotheses developed for analysis in this study:

I. There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the instructional task on the critical task observation schedule developed for this study. The hypothesis will be rejected at the .05 level of significance.

¹³The real names of the schools and principals were coded to protect their privacy. It is worth noting that the 20 schools were located in 15 of the 27 sub-districts in the city and can be considered representative of Chicago inner-city schools.

II. There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the pupil personnel task on the critical task observation schedule developed for this study. The hypothesis will be rejected at the .05 level of significance.

III. There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the community relations task on the critical task observation schedule developed for this study. The hypothesis will be rejected at the .05 level of significance.

IV. There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the staff personnel task on the critical task observation schedule developed for this study. The hypothesis will be rejected at the .05 level of significance.

V. There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the school plant/financial task on the critical task observation schedule developed for this study. The hypothesis will be rejected at the .05 level of significance.

VI. There will be no difference between the scores of principals of relatively high and low achieving schools on the Simpson, Slater and Stake Occupational Characteristics

Index Profile. The hypothesis will be rejected at the .05 level of significance.

Limitations of the Study

It can readily be seen that it was of the utmost importance that the selection of the target schools be carefully made. The study would have been meaningless if the wrong schools were identified as relatively successful or unsuccessful. Therefore, certain judgements had to be made in borderline cases. For example, two schools with relatively high A.Q.'s were rejected because of inconsistencies in the scoring pattern which made the scores suspect. By the same token, a low ranking school (A.Q. 87) was not included because its population, while over 90% black, also included a substantial number of students of Spanish-speaking background, which might make comparisons invalid. Another low ranking school was not included because, although the A.Q. was 94, the school did not qualify for ESEA funding for two of the past three years.

Another choice had to be made with regard to school organization. There were a number of promising K-6 schools, but the K-8 organization was preferred because both the age cycle 11 and age cycle 13 test data was available and could be combined into a single A.Q., making the measure much more reliable, especially when data from two years was used.

Upper grade centers, middle schools and the like were not used because students attend for such a limited time that it would be invalid to assume that performance was

markedly affected by the school experience. Primary schools were not chosen for several factors, including the brief period of time the children are in attendance. Another reason for excluding primary schools was that test data at those early ages tend to be bunched rather narrowly and thus the range of differences is narrowed. That is to say, a first grader cannot score a year below grade level on a test that has 1.0 as its floor. A third grader cannot score three years below level, but an eighth grader can and many do. This discrepancy is not due to the fact that schools get worse as the children get older nor to the fact that students lose their ability. It is simply a test function. The scores of the older children, therefore, provide much more useful information for comparative purposes. High school scores were not used because:

1. The testing program is in a stage of changeover;
2. Past scores are presented as percentiles which is confusing; and
3. Many high school students do not take these tests seriously in high poverty schools and thus do not score up to their ability.

As noted previously, another limitation concerned the availability of principals. Four principals were initially assigned to their schools in 1976 (two in high A.Q. schools and two in low A.Q. schools) and thus could not be included. One principal refused to participate.

Instrumentation

The Critical Task Observation Schedule developed for the collection of data focused on sub-areas of each critical task. Each of the five critical tasks had four sub-areas. The study evaluated the performance of the principals in each of these 20 areas by direct observation, inferred observation and questions. As many visits as necessary were made to each school. A numerical score from 1 to 5 was assigned to each of the four sub-areas of the five critical tasks, with the range of possible scores thus falling between a low of 20 and a high of 100. A t-test was carried out to determine if there were significant differences between the scores of principals in the relatively successful schools and those of principals in relatively unsuccessful schools. ✓

The Occupational Characteristics Index developed by Simpson, Slater and Stake seeks to reveal the individual's views of self in relation to specific roles in education.¹⁴ A list of 21 characteristics were developed, based on research efforts to describe characteristics of successful educators. Respondents were presented with 21 sets of five of these characteristics and asked to rank order them as to how well they describe themselves. Characteristics include such items as verbal fluency, knowledge, flexibility, vigor, and judgement. ✓

¹⁴Ray H. Simpson, Marlow J. Slater, Robert E. Stake, Occupational Characteristics Index (University of Illinois, Urbana, Illinois, 1965).

The authors have identified six bi-polar clusters of characteristics: Innovator/Manager; Interactionist/Leader; Sage/Youthful Aspirer; Long-suffering Advisor/Inducer; Active Originator/Intellectual; Reasonable Adaptor/Organizational Realist.

For each of these clusters, t-tests were carried out to determine if there were significant differences between the scores of principals in the relatively successful schools and those of principals in relatively unsuccessful schools. ✓

A School Evaluation Checklist and Principal Interview Schedule was completed by the researcher based on as many visits as necessary to each of the 20 schools. Direct observations of such characteristics as communication skill, visibility, formality-informality, and vitality were made. These were evaluated as either high or low by the investigator within the critical task area.

A Data Collection Sheet was used to collect information such as age range, sex, experience, training, and previous administrative experiences.

Definition of Terms

ESEA Title I

Elementary and Secondary Education Act passed in 1965. Also known as Public Law 89-10. Title I is that portion of the legislation that provides funds specifically to "equalize" educational opportunities for children handicapped by poverty and deprivation.

Inner-City Schools

Schools that qualify for ESEA Title I funding; those schools which have a higher percentage of poverty children than the district-wide average.

Relatively Successful Schools

Those schools with achievement quotients one or more standard deviation above the mean of the 61 schools in the total sample.

Relatively Unsuccessful Schools

Those schools with achievement quotients one or more standard deviation below the mean of the 61 schools in the total sample.

Critical Tasks

Those tasks performed by the principal on the job in the areas of instruction, pupil personnel, community relations, staff personnel and school plant/financial management.

Critical Task Observation Schedule

Instrument for quantifying principal performance in the critical task areas during the researcher's direct and inferred observations.

Occupational Characteristics Index Instrument

A self-concept instrument utilized to crystalize views of self in relation to specific roles, also clarifies administrator's values with regard to his managerial function.

High Visibility

The extent to which the principal was seen in con-

ference areas, classrooms, hallways and common areas rather than in his office.

High Informality

The extent to which the principal related informally with staff, community and students in such ways as using first names, discussing personal matters rather than appearing "strictly business."

High Communication

The extent to which the principal used communication vehicles (intercom, staff and parent newsletters, face-to-face discussions) frequently and successfully.

High Vitality

The extent to which the principal displayed more energy expenditure by covering more meaningful activities during the school day.

Data Collection Sheet

Method for collecting biographical and background data on target population.

School Evaluation Checklist

Checklist used by researcher in evaluating building and grounds of schools visited.

Principal Interview Schedule

Interview schedule used by researcher in soliciting information from the principal concerning teachers, programs, school and job.

Summary

Since poor children as a group do not achieve well in school, as measured by reading achievement tests; and since the school can make a difference in their performance according to researchers such as Coleman; and since the principal is the key factor in the successful operation of the inner-city school; it follows that certain factors in the leadership behaviors and performance of the inner-city school principal could be related to differences in pupil achievement. It was the purpose of this study to identify and define what these leadership behaviors might be.

Table I
Target Schools

School	Poverty Rank	Combined A.Q.	Enrollment	At.Q.
1. Truman	111	116	939	98
2. Wilson	23	115	498	113
3. Adams	144	115	903	110
4. Eisenhower	141	112	873	106
5. Hoover	1	110	994	107
6. Ford	181	109	1328	103
7. Van Buren	9	108	610	104
8. Arthur	57	106	705	102
9. Tyler	11	106	937	94
10. Hayes	36	106	706	105
11. Buchanan	61	94	1042	101
12. Coolidge	94	94	514	93
13. Fillmore	166	94	1632	92
14. Harding	96	93	675	90
15. Garfield	65	92	743	96
16. Pierce	143	92	797	104
17. Polk	49	91	522	81
18. Burr	152	89	1599	92
19. Agnew	151	87	1025	101
20. Nixon	137	81	968	96

Means for
two groups:

High A.Q. Schools
Poverty Rank = 71
Combined A.Q.=110
Enrollment =849
At.Q. =104

Low A.Q. Schools
Poverty Rank = 111
Combined A.Q.= 91
Enrollment = 952
At.Q. = 94

Table II
Table of Sixty-One K-8 ESEA Schools

	76 PR	75 G6RS	75 G8RS	75 G6AQ	75 G8AQ	75 CAQ	76 G6RS	76 G8RS	76 G6AQ	76 G8AQ	76 CAQ	75/76 CAQ
1	73	5.2	6.3	121	126	124	4.9	8.0	104	133	119	121
2	111	4.7	6.9	109	128	113	5.4	6.6	115	110	113	116
3	144	4.8	6.8	116	121	119	5.1	6.7	109	112	111	115
4	23	4.6	6.1	107	113	110	5.1	6.4	119	128	121	115
5	141	4.9	6.6	107	118	113	5.4	6.5	115	108	112	112
6	85	4.3	6.0	100	111	106	4.9	7.4	104	123	114	110
7	1	4.3	5.3	108	108	108	4.7	5.7	112	110	111	110
8	181	4.6	7.7	100	128	114	4.6	6.7	98	112	105	109
9	9	I.D.	5.4	-	108	-	4.7	5.5	112	106	109	108
10	81	4.1	5.0	95	93	94	5.4	7.3	115	122	119	106
11	57	4.3	5.7	100	106	103	4.7	7.0	100	117	109	106
12	36	4.7	6.0	109	111	110	4.8	5.7	104	95	100	106
13	11	3.9	5.1	95	102	98	4.5	5.8	116	107	112	105
14	17	4.2	5.6	102	112	107	4.1	5.7	98	110	104	105
15	177	4.8	6.6	104	110	107	4.6	6.4	98	107	103	105
16	145	4.5	5.6	105	100	103	5.1	6.4	109	107	108	105
17	178	4.8	6.0	104	100	102	5.2	6.0	111	100	106	104
18	171	5.4	6.4	117	106	111	4.4	5.8	94	97	96	103
19	184	4.5	6.3	98	105	101	4.6	6.4	98	107	103	103
20	56	4.4	5.7	102	106	104	4.5	6.5	96	108	102	103
21	92	4.4	5.0	102	93	98	5.4	5.8	115	97	106	102
22	72	4.6	5.4	107	100	104	4.3	6.5	91	108	100	102
23	107	4.4	5.5	102	102	102	4.7	6.2	100	103	102	102
24	78	4.4	5.1	102	94	98	4.7	6.4	100	107	104	101

Table II
Continued Page 2

	76 PR	75 G6RS	75 G8RS	75 G6AQ	75 G8AQ	75 CAQ	76 G6RS	76 G8RS	76 G6AQ	76 G8AQ	76 CAQ	75/76 CAQ
25	99	4.6	5.3	107	98	102	4.9	5.5	104	92	98	100
26	38	4.6	4.8	107	89	98	4.7	6.1	102	102	102	100
27	79	4.5	5.4	105	100	103	4.7	5.7	100	95	98	100
28	93	4.4	5.9	102	105	104	4.7	5.6	100	93	97	100
29	6	3.7	5.2	93	106	100	4.1	5.3	98	102	100	100
30	133	4.4	4.9	102	88	95	5.0	6.0	106	100	103	99
31	71	4.3	5.2	100	96	98	4.5	6.2	96	103	100	99
32	60	4.1	5.0	95	100	98	4.6	6.1	98	102	100	99
33	26	4.2	4.7	102	96	99	4.0	5.5	93	106	100	99
34	101	3.9	5.5	91	98	95	4.5	6.7	96	112	104	99
35	5	4.0	4.9	100	100	100	4.4	4.7	105	90	98	99
36	167	4.6	5.4	100	90	95	4.6	6.3	98	105	102	98
37	27	4.4	4.8	102	89	96	4.2	5.3	98	102	100	98
38	103	4.4	5.4	102	100	101	4.9	5.3	104	88	96	98
39	100	4.2	5.4	98	100	99	4.4	6.0	94	100	97	98
40	25	4.3	5.2	100	96	98	4.5	4.8	105	92	99	98
41	59	4.5	5.3	105	98	101	4.4	5.6	94	93	93	97
42	10	4.2	4.0	102	80	91	4.4	5.0	105	96	101	96
43	161	4.6	5.5	100	92	96	4.6	5.6	98	93	96	96
44	104	4.2	5.3	98	98	98	4.8	5.3	102	88	95	96
45	4	3.9	4.5	98	100	99	3.7	4.9	88	94	91	95
46	15	4.1	4.7	100	94	97	3.7	5.1	88	98	93	95
47	48	4.4	4.4	102	88	95	4.1	6.1	87	102	95	95
48	110	3.9	5.9	91	105	98	4.5	5.4	96	90	93	95

Table II
Continued Page 3

	76 PR	75 G6RS	75 G8RS	75 G6AQ	75 G8AQ	75 CAQ	76 G6RS	76 G8RS	76 G6AQ	76 G8AQ	76 CAQ	75/76 CAQ
49	61	3.8	5.3	88	98	93	4.3	6.1	91	102	96	94
50	94	3.9	5.5	91	102	96	4.8	5.1	102	85	93	94
51	166	4.4	5.5	96	92	94	4.7	5.3	100	88	94	94
52	63	4.2	5.0	98	93	95	4.5	5.5	96	92	94	94
53	173	4.4	5.1	96	85	91	4.7	5.6	100	93	97	94
54	96	4.1	5.1	95	94	94	4.2	5.7	89	95	92	93
55	65	4.1	5.0	95	93	94	4.5	5.1	96	85	91	92
56	143	4.5	5.2	98	87	93	4.4	5.3	94	88	91	92
57	112	3.9	5.1	91	91	91	4.2	5.5	89	98	94	92
58	49	4.1	4.7	95	87	91	4.4	5.4	94	90	92	91
59	152	3.4	5.9	79	109	94	4.2	4.7	89	78	84	89
60	151	3.8	5.1	83	85	84	4.1	5.6	87	93	90	87
61	137	3.8	4.4	88	79	84	3.9	4.4	83	73	78	81

Legend

76PR	=	1976 Poverty Rank of School
75G6RS	=	1975 Grade 6 ITBS Reading Median
75G8RS	=	1975 Grade 8 ITBS Reading Median
75G6AQ	=	1975 Grade 6 Achievement Quotient
75G8AQ	=	1975 Grade 8 Achievement Quotient
75CAQ	=	1975 Combined Achievement Quotient Grades 6 & 8
76G6RS	=	1976 Grade 6 ITBS Reading Median
76G8RS	=	1976 Grade 8 ITBS Reading Median
76G6AQ	=	1976 Grade 6 Achievement Quotient
76G8AQ	=	1976 Grade 8 Achievement Quotient
76CAQ	=	1976 Combined Achievement Quotient Grades 6 & 8
75/76	=	1975 & 1976 Combined Achievement Quotient Grades 6 & 8
ID	=	Insufficient Data

CHAPTER II

REVIEW OF THE LITERATURE

Twelve years have passed since the enactment of Public Law 89-10, the Elementary and Secondary Education Act of 1965, considered by many historians as the greatest of President Lyndon B. Johnson's legislative accomplishments. In spite of detractors, local school districts over the years have submitted hundreds of proposals designed to improve achievement, especially in reading, for educationally disadvantaged students. Vast sums of federal monies have poured into these projects, but by and large the results have been disappointing.

In District 299 (Chicago) alone some forty-nine instructional programs have been developed within the Title I framework. The programs include such diverse efforts as Computer Assisted Instruction (CAI), Distar, and Individually Guided Education (IGE). All of these programs were initially heralded as instructional vehicles which would break through the low achievement barrier that prevents many poor children from fully participating in the American way of life.

To the dismay of educators and the disappointment of the city's citizens, the yearly publication of Chicago's reading scores makes it clear that no such breakthrough has been achieved. Without exception, schools in poverty areas show average reading scores far below national norms.

Nationally, the picture is the same. A March, 1976, report prepared for the Department of Health, Education and Welfare by the Educational Policy Research Center¹ revealed that the annual rate of reading achievement gain for disadvantaged students with or without the benefit of participation in Title I programs was only 0.7. The report concluded that an annual gain of 1.1 or 1.2 years during the school year is necessary for disadvantaged students if they are to keep up to the 50th percentile student.

It has been recommended that Title I evaluations be carried out on a multiyear basis in order to assess long-term reading gains. Often school year gains of 1.1 years are reported for ESEA Title I programs but disillusionment sets in when spring scores are compared to scores of the previous year and the 0.7 gain is again observed. By age cycle 13, most pupils are below the median expected score by two to four years.

In addition to various special projects funded under Title I, Chicago has implemented other strategies to help the disadvantaged student, including the continuous progress system which attempts to individualize instruction according to the student's own rate of growth. While there are

¹Department of Health, Education and Welfare, Report on Patterns in ESEA Title I Reading Achievement, Research Report EPRC 4537-12 (1976).

positive aspects to a non-failure reading system, continuous progress has not resulted in any increase in reading achievement scores. A new mastery learning project was tested in 1975 and 1976 and was expanded in the fall of 1977. While early reports are promising, it remains to be seen if the new model--differentiated most markedly from traditional approaches by regular formative evaluation and corrective instruction--will result in any long-term reading improvement.²

In short, studies have not revealed any particular method of reading instruction or materials that have resulted in significant reading improvement for poverty children. As mentioned earlier, however, there are differences among ESEA schools in Chicago and it is to the administration of those schools that this study was directed.

I. The Leadership Role of the Principal

In considering how schools are administered, certain critical tasks of principals have been identified. There are relatively few studies conducted on ESEA Title I schools that refer to critical task performance of the principal and its relationship to such variables as reading achievement and attendance. The focus of this study was

²Jeffrey K. Smith and Michael Katims, "Reading in the City: The Chicago Mastery Learning Reading Program," Phi Delta Kappan 59 (Fall, 1977).

an attempt to identify differences in the critical task performance of principals in relatively successful ESEA Title I schools as compared to principals in relatively non-successful ESEA Title I schools.

Hartman³ replicated a study done by George Weber in which eight factors were identified as crucial to school success. The eight factors were strong leadership, high expectations, good atmosphere, strong emphasis on reading, additional reading personnel, individualization, use of phonics, and careful evaluation of student progress. Inner-city schools in Massachusetts were studied. Although the investigation attempted to discover how these successful schools were different, no one of the eight factors was identified as having a major effect.

The elementary school principal, once mainly a record keeper and accountant, has moved into a greater managerial role. The basic product of this management role is pupil achievement in reading; therefore, the principal has as a basic management function the administration of a reading program.

Howell⁴ stressed the importance of the building

³Allan S. Hartman, "Reading Success and Inner-City Schools." Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1974.

⁴James G. Howell, "The Building Administrator and the Reading Program." Paper presented at the annual meeting of the Plains Regional Conference of the International Reading Association, St. Louis, 1975.

administrator's leadership role in the improvement of a reading program. He outlined five major areas of responsibility: working with teachers including instructional supervision and in-service activities; working with pupils; creating a building atmosphere; providing leadership in establishing building policies; and, finally, public relations involving parents and community in the educational progress.

In her study of the Chicago public schools, Herrick describes the role of the Chicago principal in the 1840's as:

...having his hands full just trying to keep order in the halls, on the stairways, and outside the doors. Individual records, either attendance or achievement, were not kept; only tallies of the total numbers present -- required to get local and state money.⁵

Herrick refers to one of the recommendations of Havighurst⁶ in his 1964 study of the Chicago public schools in which he urged strengthening the status and lengthening the term of service for principals in order to help them give more leadership to their school communities.

⁵Mary J. Herrick, The Chicago Schools, A Social and Political History (Beverly Hills: Sage Publications, 1971), p. 32.

⁶Robert J. Havighurst, The Public Schools of Chicago (Chicago: Board of Education, 1964).

In addition, Herrick advises, principals should have prior teaching service in lower socio-economic areas before assignment to an administrative position in those schools. She emphasizes the need for principals to be willing to change and share the concerns of people outside of the school if they are to improve the image of their role in society.

As the job of principal has evolved from that of headmaster to administrative mechanic to change agent and finally in the direction of multi-role leader, the question of tasks involved in that leadership role has been raised. The Southern States Cooperative Program in Educational Administration (SSCPEA) described eight critical tasks and within those eight areas from four to ten divisions, for a total of fifty-two critical tasks.⁷

Faber and Shearron⁸ list the critical tasks from the SSCPEA study in a way that makes them more germane to the job of the principal:

1. Instruction and Curriculum Development

- a. Providing for the formulation of curriculum objectives

⁷Southern States Cooperative Program in Educational Administration, Better Teaching in School Administration (Nashville: George Peabody College for Teachers, 1965).

⁸Charles F. Faber and Gilbert F. Shearron, Elementary School Administration, Theory and Practice (New York: Holt, Rinehart and Winston, Inc., 1970), pp. 212-213.

- b. Providing for the determination of curriculum content and organization
- c. Relating the desired curriculum to available time, physical facilities and personnel
- d. Providing materials, resources and equipment for the instructional program
- e. Providing for the supervision of instruction
- f. Providing for in-service education of instructional personnel

2. Pupil Personnel

- a. Initiating and maintaining a system of child accounting and attendance
- b. Instituting measures for the orientation of pupils
- c. Providing counseling services
- d. Providing health services
- e. Providing for individual inventory service
- f. Arranging systematic procedures for the continual assessment and interpretation of pupil growth
- g. Establishing means of dealing with pupil irregularities

3. Staff Personnel

- a. Providing for recruitment of staff personnel
- b. Selecting and assigning staff personnel
- c. Developing a system of staff personnel records
- d. Stimulating and providing opportunities for professional growth of staff personnel

4. Community-School Leadership

- a. Determining the educational services the school renders and how such services are conditioned by community forces

- b. Helping to develop and implement plans for the improvement of community life

5. School Plant and School Transportation

- a. Developing an efficient program of operation and maintenance of the physical plant
- b. Providing for the safety of pupils, personnel and equipment

6. Organization and Structure

- a. Developing a staff organization as a means of implementing the educational objectives of the school program
- b. Organizing lay and professional groups for participation in educational planning and other educational activities

7. School Finance and Business Management

- a. Preparing the school budget
- b. Accounting for school monies
- c. Accounting for school property

Identifying the task areas is not enough. Faber and Shearron further identify some of the technical skills that elementary school principals need in order to function successfully within each critical task area.⁹

The Question of personal traits and characteristics of the principal as a human being seems inevitable as the study progresses. It is hard to define just what personal qualities a "good" leader must possess. Within the critical task areas, there are forty-three different skills that a principal must possess in his functional and management role. Of interest is the question of whether the principal

⁹See Appendix B.

in inner-city schools need possess particular personality traits as well as certain skills in order to be successful.

Many inner-city schools have undergone profound changes over the years and these changes--political, social and economic--have important effects on the leadership role of the principal.

Janowitz states:

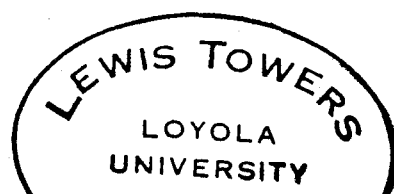
There is need for effective research on the process of social change in public education. The validity and relevance of my hypotheses will have to be tested by the experience of the new breed of school administrators who are prepared to be self-critical about their tasks and to collect meaningful data.¹⁰

DePaul's study attempted to identify and compare the self-perceived leadership behavior of Chicago public elementary school principals. He found no significant differences in perceived leadership behavior between ESEA Title I and non-Title I principals in situational characteristics. He concluded that:

The degree of task orientation tended to increase when pupil-teacher ratio was substantially lowered. This suggests that if more task orientation skills need to be developed by the principal, then simplification of the situation may be one pathway to explore in order to increase the development of more task constructs.¹¹

¹⁰Morris Janowitz, Institution Building in Urban Education (Chicago: University of Chicago Press, 1971) p. VII.

¹¹Frank J. DePaul, "A Study of the Perceived Leadership Styles of Principals in ESEA Title I and Non-Title I Elementary Schools in Chicago," (unpublished Doctor's thesis, University of Illinois, Urbana, 1975), p. 125.



One extension of DePaul's conclusion would be the establishment of school load factors which would limit the school size in Title I eligible areas to a possible maximum of six-hundred students and thus enhance the task performance of the principal.

Mary Reddin adapted the William J. Reddin Management Style Diagnostic Test (MSDT) into the Education Position Analysis Test (EPAT) for use with educational administrators. She states that:

In recent decades more attention has been directed toward the understanding of educational leadership and its particular problems and situations. New insights and understandings have emerged concerning the leader's role in affecting organizational achievement, reducing conflict and inefficiency in organizations, and maintaining effective and efficient work groups.¹²

In addition to considering factors of task and relationships, as have many investigators of managerial functioning, Reddin added the dimension of effectiveness, making that the third element in her "3-D" theory. She also points out that different degrees of task or relationship orientation are appropriate in different managerial situations.

Dickie¹³ treated the elementary school principal in

¹²Mary K. Reddin, "A Comparative Study of Leadership Style and Its Perceived Effectiveness in School Administrators and Managers," (unpublished Doctor's thesis, Syracuse University, 1972), p. 18.

¹³Henrietta S. Dickie, "Critical Requirements of Administrative Instructional Leadership Behavior of Elementary Principals," (unpublished Doctor's thesis, Kent State University, 1973).

terms of being both a principal and an administrative instructional leader. Her study sought to identify the criterial requirements of administrative instructional leadership behaviors for the elementary principal. The Flanagan critical incident technique was used to interview the principals individually. Three-hundred thirteen critical incidents were found from which 367 behaviors were extracted. The 367 behaviors were assigned to four major areas subdivided into fourteen sub-categories. Critical requirements for each group of similar behaviors were structured. There was a noticeable clustering of critical requirements in Area II (curriculum, supervision and instruction) and Area III (personal administration). The other major areas were Area I (school management) and Area IV (community relations). Dickie's study concluded that the principal is the prime mover for curriculum change within the building. She recommends that further research be done in areas of administrative leadership other than instruction.

The relationship between observed on-the-job behavior of elementary school principals was studied by Laidig¹⁴ using the following situational factors: tenure, propinquity, autonomy perception, school size, district size and measures

¹⁴Eldon Lindley Laidig, "The Influence of Situational Factors on the Administrative Behavior of Selected Elementary School Principals," (unpublished Doctor's thesis, University of Texas, 1967).

of community socio-economic status and ethnic composition. The criteria for on-the-job behavior were twenty-six categories of stylistic administrative behavior. The criterion data was collected by direct observation, principal interviews and analysis of administrative documents. One finding of the study was that principals of lower socio-economic schools and those with predominantly black or Latino student bodies had a higher volume of activity.

Lipham and Hoeh group the tasks of the principalship into five categories and then list various competencies for each category. Their categories are as follows:

1. Instructional program
2. Staff personnel
3. Student personnel
4. Financial and physical resources
5. School-community relationships

They conclude that:

The competency-based approach to the principalship provides a systematic means for analyzing and synthesizing the conceptual, human and technical skills required for effective and efficient performance in the principal's role.¹⁵

Chicago schools differ from the rest of the state of Illinois in terms of tenure for the principalship. The Otis Law of the Illinois School Code legislated a certification examination for Chicago principals. Persons passing the certification requirements and thus becoming

¹⁵James M. Lipham and James A. Hoeh, Jr., The Principalship Foundations and Functions (New York: Harper and Row, 1974), p. 351.

eligible for assignment range from experienced administrators such as assistant principals to primary teachers. One problem with this legal arrangement is that inner-city schools might well be assigned principals who totally lack previous experience with such schools. One aspect of the present study was to determine how many principals in the target schools were assigned to their present positions without prior administrative experience in the inner-city.

Leadership qualities are particularly important when change is implemented in a school. Michaletz¹⁶ compared the leadership perceptions of two groups of elementary school principals, one of which was in the process of implementing a new Individually Guided Education (IGE) program. The study looked at four dimensions: expectation, task, authority and expressive. An interview guide was developed with ten questions structured for each dimension with the phrasing determining the degree of support of the response.

The evidence indicated that the IGE group displayed a higher degree of expectancy in overcoming problems germane to instructional change. In addition, principals in these schools perceived to a greater degree the importance of sharing the decision-making process and delegating re-

¹⁶James Ernest Michaletz, "A Comparison of the Perceptions of Two Groups of Elementary School Principals Concerning the Exercise of Leadership Role in Effecting Change," (unpublished Doctor's thesis, Loyola University, Chicago, 1974).

sponsibility to their staff. Finally, IGE principals placed greater importance on the leadership role itself.

Certain tasks show up repeatedly in the literature, such as instruction, pupil personnel, staff personnel, physical plant, business management, and community relations. For example, Griffiths¹⁷ enumerates such tasks as expressive, instructional, routine, programming staff personnel, programming pupil personnel, programming finance and business management, programming school plant and services and programming school community relations.

In his definition of terms, Griffiths lists three goals (order, economic and culture) and three tasks (expressive, instructional and routine). He defines a goal as a state of affairs that an organization is attempting to realize. In this study, the researcher assumes that the primary goal of the elementary school organization is to develop successful student reading achievement competencies.

In another study, McNeill noted¹⁸ twenty-six behavioral categories in his effort to determine just what

¹⁷Daniel E. Griffiths, Developing Taxonomies of Organizational Behavior in Education Administration (Chicago, Rand McNally & Co., 1969).

¹⁸Charles Andrew McNeill, "Perceptions of the Administrative Behavior of Selected Elementary School Principals," (unpublished Doctor's thesis, University of Texas, 1967).

principals actually do as they go about their business of administering. Further, he sought to determine just how accurately the principal himself, the superintendent, the teachers and the secretary perceived just what tasks the principal accomplished. He found that the most accurate reporters were the teachers and the principal himself and the least accurate was the secretary.

Most of the early studies of leadership behavior and its effect on people were related to business situations where industrial productivity was the bottom line. Blake and Mouton¹⁹ were concerned with task orientation vs. people orientation in a business situation where leaders work with subordinates in a managerial relationship for the purpose of achieving maximum productivity. The educational manager's base line is pupil productivity in terms of achievement gains. How the principal manages his teacher-workers in order to maximize productivity can be analyzed and described by that myriad of factors which fall under the nomenclature of leadership behavior. ✓

Introspective analysis of self as an educational manager involves systems understanding such as Getzels/Guba's²⁰ leadership theory involving the ideographic vs. the nomothetic leader or a general systems approach involving

¹⁹Robert Blake and Jane S. Mouton, The Managerial Grid (Houston: Gulf Publishing Co., 1964).

²⁰J.W. Getzels and E.A. Guba, "Social Behavior and the Administrative Process," School Review, 65, 1957.

a Druckerian²¹ management by objectives. Similarly, self analysis could reveal a McGregor²² theory x or theory y leadership approach with the possibility of cross pollination of xy factors.

As explanations are sought for relative success or failure in school settings, certainly most observers would point to high teacher morale as one important factor. Lambert²³ concluded that teacher morale is directly related to the principal's leader behavior, especially the consideration factor as compared to the initiating factor on the Leader Behavior Descriptive Questionnaire. This finding was particularly true for Caucasian teachers employed in large metropolitan schools.

Maslow's²⁴ concept of self-actualization is pertinent in this regard. The principal can help his teachers (staff personnel task) fulfill their drive for growth and self-

²¹Peter F. Drucker, The Practice of Management (New York: Harper and Row, 1954).

²²Douglas V. McGregor, The Human Side of Enterprise (New York: Hill Book Co., 1960).

²³Donald B. Lambert, "A Study of the Relationship Between Teacher Morale and the School Principal's Leader Role," (unpublished Doctor's thesis, Auburn University, 1968).

²⁴Abraham H. Maslow, Toward a Psychology of Being (New York: Van Nostrand Reinhold, 1968).

actualization which in turn can generate greater productivity and improved achievement on the part of their students. Should principal behavior, on the other hand, adversely affect this desired growth on the part of the staff, they in turn could negatively affect student achievement.

To be successful, all of the critical tasks must be carried out in an atmosphere of open communication and positive school climate. Dugan²⁵ investigated various aspects of communication behavior of elementary school principals and the organizational climate of the school. Communication behavior was defined in terms of the relationship established between staff and principal to encode and decode messages.

Using Halpin and Croft's Organizational Climate Description Questionnaire (OCDQ), Dugan found that teachers in an open climate rate principals higher as satisfactory communicators, although the perception of the teachers and administrator of the principal's behavior may be quite unrelated.

Leadership effectiveness can be affected by hierarchal forces, but studies by Rafalides²⁶ found that although helpful

²⁵Peter Jerome Dugan, "The Relationship Between the Communication Behavior of Elementary School Principals and the Organizational Climates of their Schools," (unpublished Doctor's thesis, Syracuse University, 1967).

²⁶Paul Rafalides, "Power and Leadership in the Elementary School Principalship," (unpublished Doctor's thesis, State University of New Jersey, 1974).

supervisory behavior can positively influence a principal's relationship with his staff, the teachers' perception of the principal's ability to influence his line administrative superiors on their behalf was not important in determining teacher morale and satisfaction.

Although administrative influence was not important to teachers, congruence between expectation and actuality in principal behavior is very important in staff satisfaction according to Koch.²⁷ Thus, principals who were promoted from within the ranks -- and therefore were well known to their staffs beforehand -- got higher ratings from their staffs. On the other hand, as the number of teachers to be supervised increased, teacher satisfaction went down. This finding suggests that the increasingly formal structure with the resultant low administrator visibility resulted in a decrease of informal communication with its important relationship to teacher morale.

A major effort to develop a teacher instrument to assess principal competencies was recently reported by Dr. Chad Ellett at the National Council on Measurement in

²⁷David Frederick Koch, Jr., "A Comparative Study of the Leader Behavior of Elementary School Principals," (unpublished Doctor's thesis, University of Illinois, Urbana, 1967).

Education.²⁸ Calling it Project ROME (Results Oriented Management in Education), the researchers sought to develop and validate an instrument to evaluate competencies of public school principals in the State of Georgia. Seen as a partial response to the general outcry for professional accountability, Project ROME was an attempt to move in the direction of competency-based education (CBE). The instruments used in the study were validated on the theory that the principal's behavior impacts on student achievement and school average daily attendance (outcome variables) through the mediating factors of students' perceptions of the school and teachers' job-related satisfactions. Therefore, performance indicators of principal competencies, as seen by teachers, were correlated with ITBS scores and ADA.

The study began with an initial collection of almost four thousand competencies which were tested for their discriminatory ability and finally reduced to eighty, which in turn were used for the development of some 885 performance indicators. The final list of competencies were organized into areas of responsibility similar to the Faber

²⁸Chad D. Ellett, David A. Payne and Jonelle E. Pool, "The Development and Consequence Validation of a Teacher Instrument to Assess Competencies of Public School Principals." Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, April, 1977.

and Shearron critical tasks: pupil personnel, staff personnel, curriculum/instruction, etc.

In addition to teachers' assessment of principal competencies, measures were also taken of teachers' attitudes toward their jobs and of students' perception of the school. A moderately strong relationship was found between the teachers' assessment of principal competences and the teachers' attitudes toward a variety of dimensions of their working environment, suggesting that a teacher's perception of the administrator's competence is more important than his actual competence. The student indices used in the study yielded no useful information.

In terms of the relationship between the teachers' assessment of principal competences and the outcome variables (ITBS scores and ADA), there were few significant correlations except for effectiveness ratings for the pupil personnel and school community interface composites. An initial correlation of .40 between pupil personnel effectiveness ratings and subtests on the ITBS led the authors to conclude that there is a "moderately strong relationship between teachers' assessment of the effectiveness with which principals perform tasks in the pupil personnel area and elementary achievement in a variety of curriculum categories."²⁹ Subsequent analysis revealed even higher

²⁹Chad D. Ellett et al, Ibid. p.8.

correlations.

Finally, to quote from the Ellett paper:

Through their daily functioning, principals may indeed set a "tone" for the educational environment that either fosters or inhibits student growth (learning). However, it appears that these influences impact more directly on teachers and their attitudes which subsequently engender student attitudes conducive to learning.³⁰

II. Leadership in Inner-City Schools

"'Inner-City,' on its face a geographic term, is another in the long series of inaccurate euphemisms that American society and schools have used to label the economically, politically and racially based problems associated with the many children who are poorly served by the American school system or by the society that perpetuates itself through the schooling process."³¹

While no one would argue that inner-city schools are models of academic excellence, it is also unfair to stereotype them - as frequently happens - as custodial institutions designed merely to warehouse students and keep the lid on. There are many dedicated teachers and prin-

³⁰Chad D. Ellett et al, Ibid. p. 16.

³¹William W. Wayson and Gay Su Pennell, "Educating the Disenfranchised: A Look at the Inner-City Child," National Elementary Principal 56 (June, 1977): 20.

cipals in these schools who work hard under often trying circumstances. There is general agreement, however, the inner-city child -- poor, usually minority -- lags far behind his middle-class counterpart in every test of educational achievement we have devised.

Though the picture seems unrelentingly depressing, some writers are urging educators to try to bring new understandings and perceptions to the qualities of the inner-city child. Lee, Osborne and Shores say this about inner-city children:

They traditionally have poor self concepts. Seemingly to counter these feelings of inferiority, disadvantaged young persons often revert to overly aggressive behavior toward both peers and adults. Among the characteristics of the disadvantaged, the most pronounced and uniform are their unvaryingly poor reading skills When these instructors talk about these students not having acceptable verbal or writing skills, it relates to the teacher applied set of middle-class values. It is imperative that school people recognize and demonstrate knowledge of other value systems, which operate outside the middle-class mainstream."³²

Riesman³³ states that teachers in inner-city schools must look for strengths in the pupils they teach and believe that they can find these strengths. We must assume that the principal will demonstrate leadership in searching for knowledge of community value systems and for strengths

³²Helen Shores Lee, Leonard Osborne, Barbara Shores, "Educating Disadvantaged Youth," Illinois Schools Journal 56 (1976): 22-23.

³³Frank Riesman, The Inner-City Child (New York: Harper and Row, 1976).

rather than weaknesses in the children. The principal must act to change hostile student attitudes and negative staff attitudes in order to promote student learning and community cooperation.

The principal must also actively provide leadership beyond the school itself. As Lee et al put it:

All too frequently parents of the disadvantaged fail to support the school and are generally hostile or indifferent to their children's academic and behavioral problems. This attitude reflects the school's failure to provide positive and meaningful relations between the school and that community's culture."³⁴

That the challenge is great is not disputed. Recent years have seen much controversy generated around the issue of the heritability of I.Q., with some writers professing that many efforts to help the inner-city child improve his achievement are doomed because of his inherited low ability level. Jencks³⁵ doesn't get involved in the inheritability issue but he does say that individuals with high test scores are more likely to come from economically and socially advantaged families. In any event, it seems clear that the many deprivations of poverty impact on the child's ability to perform well in school, and it must be the highest priority of the inner-city principal to work with the broader school community if there is to be improve-

³⁴Helen Shores Lee, Ibid, p. 23.

³⁵Christopher Jencks, Inequality (New York: Basic Books, 1972).

ment in the achievement of the children.

While all ages of early development are important, the elementary school years are vital to later success.

As Harvey says:

We must design effective and sensible intervention programs at every level of development, because all periods are individually important . . . Special attention, nevertheless, should be given to children between the ages of seven to eleven or twelve, as it is during this period that children appear to be the most susceptible and receptive to environmental stimulation.³⁶

It is in the context of development that Harvey urges new research to show when the children of the poor and minorities reach the various stages described by Piaget. Data based on observations of white, middle-class children may not be pertinent guideposts in evaluating the educational progress of the inner-city child.

Another implication of the need for longitudinal research into the development of the inner-city child is the need for longitudinal evaluations of ESEA Title I programs. At present, all Title I programs are evaluated on a one year basis which leads to incomplete and, at times, confusing data. One of the necessary competencies for today's principal might well be political lobbying for legislative changes at the same time that he himself carries out some

³⁶Maria Luisa Alvarez Harvey, "Where is the Critical Period of Development for the Disadvantaged?" Illinois School Journal 53 (1973) 87.

essential in-school research to evaluate the success of his programs over a period of time.

In an article on ESEA programs, Jensen³⁷ in 1969 declared that all efforts have been a failure. "Compensatory education has been tried and apparently has failed." A more balanced view is that there have been both successes and failures in inner-city schools and that the aspect that needs to be studied more extensively is the relationship between role of the principal as leader and the other elements of the instructional program. Riesman reports that "Principals are much more fundamental to the improvement of learning than has been realized, and we need to concentrate more on their role."³⁸

Upper echelon administrators and teachers alike stated that inner-city elementary school principals need to establish clearer definitions of their own role in the operation of their schools, according to a study by Kelley.³⁹

³⁷Arthur R. Jensen, "How Much Can We Boost I.Q. and Scholastic Achievement?" Harvard Educational Review, Reprint Series No. 2 (1969): 126.

³⁸Frank Riesman, "Has Compensatory Education Failed?" Principal 56 (June, 1977): 17.

³⁹Willie B. Kelley, "A Study of Perceived and Expected Leadership Behavior of Inner-City Elementary School Principals as viewed by Elementary Teachers and Upper Echelon Administrators," (unpublished Doctor's thesis, Memphis State University, 1974).

Using Halpin's Leader Behavior Description Questionnaire (LBDQ) to test both teachers' and upper echelon administrators' view of the real and ideal behavior of principals, Kelley concluded that principals are seen as too restrictive in their tolerance of freedom and not considerate enough of teachers' needs. Administrators expected more from principals than did teachers. Kelley recommended that universities review their administrative preparation programs to make certain that their students understand these and similar findings.

Maxwell⁴⁰ conducted a somewhat similar study in which teachers and principals were tested to discover the relationship between their views of the principal's leader behavior and pupil achievement. His hypothesis was that teacher perception of the principal's leader behavior would have a direct effect on their behavior toward their students which in turn would affect pupil achievement. He used the Halpin Organizational Climate Description Questionnaire, (OCDQ), a personal data form and the Minnesota Teacher Attitude Inventory. He concluded that the principals tended to be disproportionately concerned with task-achievement and that where there was a balanced blending of the task-needs dimensions of organizational behavior, pupil achieve-

⁴⁰Robert Earl Maxwell, "Leader Behavior of Principals: A Study in Ten Inner-City Elementary Schools of Flint, Michigan," (unpublished Doctor's thesis, Wayne State University, 1967).

ment was higher. Principals and teachers often failed to perceive the principal's behavior in the same way, and this failure was seen as causing a dysfunction of the organization.

It is relevant to note that Title I schools are potential instructional arenas where principals can initiate experimental programs. Frank Brown⁴¹ recently studied two hundred urban school districts who were asked to submit programs they felt were successful enough to enter a national competition. The programs were evaluated on meeting objectives, parent involvement, amount of effective staff development and relative value of the program to student achievement.

The data indicated that most innovative programs taught basic skills (87%). Parents were involved in 78% of the programs and the majority of the programs used regular staff exclusively (87%). Most of the successful programs were ESEA funded, involved staff development, were carried out at the elementary and secondary levels, and were initiated by school administrators.

According to Martin Haberman,⁴² there are three fundamental aspects of leadership that the principal in the

⁴¹Frank Brown, "Characteristics of Outstanding School Programs," The Journal of Negro Education (February, 1976).

⁴²Martin Haberman, "Leadership in Schools Serving the Disadvantaged," The National Elementary Principal 64, No. 2 (November, 1964).

disadvantaged school must exercise:

1. A willingness to participate in educational change;
2. Ability to exercise moral leadership; and
3. Ability to wield influence on the social matrix of the community.

Haberman says:

These general leadership orientations provide a framework for conceptualizing the basic attributes which characterize the work of individuals who experience success in schools serving the disadvantaged. . . assuming a problem oriented role working in a stress situation, functioning without a peer group, conceiving his role in the context of the social matrix and seeing value in the work of others.⁴³

Inner-city principals are aware of possible community-school confrontations, and the best of them have a balanced view of the causation and consequences. McPherson describes a comment by a white principal of a Chicago inner-city School:

My orientation - and that of a lot of others - has been white and middle class, and we haven't liked conflict. But it's here. I care. But I don't care personally . . . I care very much about the school. But if I had to leave, I wouldn't take it personally.⁴⁴

As a final note in this section, it must be pointed out that parental involvement and interest for the inner-city child, as well as for all children, is crucial. Even

⁴³Martin Haberman, Ibid, p. 23-24.

⁴⁴R. Bruce McPherson, "Administrators and the Inner-City Increase of Power," School Review 78, No. 1 (November, 1969) p. 108.

such a sensitive measure as school attendance has been found to be of lesser importance to school achievement than certain home factors. In an elaborate study of inner-city children in a poor section of New York City, Prior⁴⁵ investigated the relationship between pupil mobility, achievement and home environment variables. He concluded that there was no significant difference in the achievement of highly mobile, moderately mobile and non-mobile children in terms of reading. However, he did find a significant difference in the home environment (using the Henderson Environmental Learning Process Scale as a measure) between the high and low achievers, regardless of mobility. The capable principal will be aware of his limitations as well as his responsibilities and will constantly seek to strengthen the ability of the parents and community to help the child in addition to what the school can do.

III. Occupational Characteristics Index Studies

There are many instances when an administrator should sit back and attempt to take a look at himself, to discover who he really is and what his values are. The Occupational Characteristics Index (OCI) by Simpson, Slater and Stake⁴⁶

⁴⁵Daniel R. Prior, "Inner City Elementary Pupil Mobility, Reading Achievement, and Environmental Process Variables," (unpublished Doctor's thesis, Fordham University, 1974).

⁴⁶Ray H. Simpson, J. Marlow Slater, and Robert E. Stake, Occupational Characteristics Index (Urbana, Illinois: University of Illinois, 1965).

uses forced choices among some twenty-one characteristics--all positive--to gain a measure of how an administrator sees himself. It can also be used to measure how people see the ideal self and how they see others. It has been used with teachers and supervisors as well as administrators.

In an effort to determine the self-actual assessment of ESEA Title III directors, Saimon⁴⁷ surveyed not only the project directors but their supervisors and two peer workers as well. To his surprise, he found that these directors of designated innovative projects were seen by themselves and the other groups as managers rather than innovators. They also were seen as interactionists rather than leaders.

Another study using the OCI was done by Auger⁴⁸ who looked at student teachers before and after their student teaching experience. The students tended to change in the direction of their cooperating teachers' self-ideal measure, and, predictably, the more successful student teachers were those who came closest to the ideal of their cooperating teachers.

⁴⁷Jerald J. Saimon, "Perceptions of Occupational Traits and Characteristics of Title III-ESEA Project Directors of the State of Illinois," (unpublished Doctor's thesis, Chicago Loyola University, 1972).

⁴⁸Ferris Keith Auger, "Student Teaching and Perceptions of Student Teachers, Cooperating Teachers, and College Supervisors," (unpublished Doctor's thesis, University of Illinois, Urbana, 1966).

The OCI has been used as a measure to determine how well one group understands another when, for example, teachers are asked to mark the index to show their perception of the self-ideal of their supervisor. Mader⁴⁹ studied four Chicago area high schools and found that there was a significant relationship between the number of supervisor contacts and the ability of the teachers and supervisors to accurately describe the self-ideal of one another. It is suggested that this ability to understand the internal frame of reference of one's co-workers is important to a successful organization.

Anticipating that when principals became aware of discrepancies between their own self-actual ratings and the ratings given them by their teachers they would change their behavior, Jason⁵⁰ gave feedback information to his experimental group of principals and then retested them. No significant changes were found, leading him to believe that although the principals were enthusiastic about receiving the feedback, they actually saw little reason to

⁴⁹Charles Eugene Mader, "Analysis of the Relationship Between the Involvement of the Supervisor in the Structure of School Organization and Measures of his Personality Characteristics," (unpublished Doctor's thesis, University of Illinois, Urbana, 1969).

⁵⁰Martin H. Jason, "The Effects of Staff Feedback on Administrative Performance," (unpublished Doctor's thesis, University of Illinois, Urbana, 1967).

modify their behavior.

A number of studies have stressed the importance of school climate. Muhm⁵¹ sought to discover what relationship if any existed between the organizational climate of elementary schools and the occupational characteristics of principals as perceived by teachers. There were a number of interesting relationships between dimensions of organizational climate and teachers' perceptions of the principals' occupational characteristics. For example, principals seen as emphasizing production were perceived by their teachers as being ambitious, imaginative, original, persuasive, resourceful and high in self control. On the other hand, principals in low production schools were perceived as considerate, cooperative, emotionally stable, fair, high in judgment and patience.

In general, the OCI has been used in many different ways and, apparently, has been found satisfactory by the researchers, most of whom recommend further studies using the instrument.

⁵¹John Binder Muhm, "A Study of the Relationship Between the Organizational Climate of Elementary Schools and the Occupational Characteristics of Principals as Perceived by Teachers," (unpublished Doctor's thesis, University of Illinois, Urbana, 1968).

Summary

After initially commenting on the status of ESEA Title I, this chapter reviewed the literature in three areas related to the study:

1. The Leadership Role of the Principal
2. Leadership and the Inner-City
3. The Occupational Characteristics Index

Many researchers have studied various aspects of the principal's leadership role, with current emphasis on the critical tasks that the successful principal must perform. While the relationship between principal behavior and pupil productivity is not yet clearly understood, almost every investigator stresses the importance of the principal to the successful operation of the school, especially in inner-city schools. Since this study sought to identify principal leadership behaviors in relatively successful inner-city schools in Chicago, one of the techniques employed included the use of the Occupational Characteristics Index; consequently, some studies using the OCI were reviewed.

CHAPTER III

THE STUDY PROCEDURES

In the preceding chapter, literature pertaining to the role of the principal in general and in inner-city schools in particular was reviewed, especially in terms of crystalizing those critical tasks which an administrator must accomplish in his day-to-day work. In this chapter the following topics will be developed:

- I. The study design
- II. The sample population
- III. Instrumentation
 - A. The critical task observation schedule
 - B. The school evaluation
 - C. The data collection instrument
 - D. The principal interview schedule
 - E. The Occupational Characteristics Index
 - F. Calculation of t test form
- IV. Plan for data analysis

This study was conducted within the city of Chicago (District 299, State of Illinois) and dealt with public schools receiving funds through the Elementary and Secondary Education Act, Public Law 89-10, Title I. While there are many different activities carried out with Title I funding, this study was not intended to evaluate the efficacy of these different activities: much research is already carried out to that end.

Instead, this study focused on the performance of the principal in selected ESEA Title I schools, with the objective that relationships between principal behaviors and student achievement might be discovered.

I. The Study Design

An analysis of the elementary schools in Chicago revealed sixty-one schools with the following characteristics:

1. K-8 organization;
2. Percent of poverty students higher than district average, making the school eligible for ESEA Title I funding;
3. Student population 99%+ minority;
4. Student population whose primary language is English;
5. Iowa Test of Basic Skills test scores reported for 1974-75 and 1975-76.

In any comparative study, it is essential to hold as many variables constant as possible. This sample was limited to the schools with the above characteristics.

As outlined in detail in Chapter I, twenty inner-city elementary schools were selected from among the sixty-one with the above characteristics on the basis of their comparative reading achievement test scores. Ten were identified as being unusually successful when compared to similar schools and ten were identified as being unusually unsuccessful.

An achievement quotient for each school was determined by comparing its actual test scores for the two year

period with test scores from similar schools (as determined by the percentage of poverty students) and multiplying the answer by 100.

The mean achievement quotient for the entire sample was 100 with a standard deviation of six. The ten relatively high achieving schools had scores one standard deviation above the mean or higher and the ten relatively low achieving schools had scores one standard deviation below the mean or lower. The twenty principals of these schools comprised the study population.

These twenty principals and schools were observed and studied closely on as many different dimensions as possible:

1. Each principal was asked to complete the Occupational Characteristics Index as well as the Principal's Data Collection Sheet.

2. Each school was visited and the outside appearance of the school building and grounds as well as the surrounding community were evaluated and that data recorded on the School Evaluation Checklist. A narrative of the observations was added to the checklist.

3. Each principal was visited at the school on at least two occasions, once in the morning and once in the afternoon, and an evaluation of their performance recorded on the Critical Task Observation Schedule. In addition, the principal was interviewed and the results recorded on the principal interview schedule.

II. The Sample Population

In the selection of the sample population for this study, consideration had to be given both to the principals and to the schools. Data about both were important. Since the study sought to isolate factors of principal behavior which might be related to student achievement, it was necessary to make certain that there were not other, independent factors which might account for the observed differences in student performance. For this reason, many dimensions of the schools as well as facts about the persons leading them were analyzed. For example, if it were found that the relatively more successful schools were also on average far newer than the relatively less successful schools, that fact could account for differences in student performance. If it were found that the principals of the more successful schools included far more women or young men or blacks than the less successful schools, then one would have to consider the possibility that factors of sex, race or age were more critical than leadership behavior.

With this restraint in mind, therefore, the following factors were analyzed and tested for significance in an effort both to describe the sample population and to rule out the possibility that there might be independent variables which could be causing the differences in student performance between the two groups. The factors are grouped under three headings: 1) the school, 2) the principal, and 3) the faculty (see tables III and IV).

A. The School

1. Age of building
2. Enrollment
3. Percent minority students
4. Poverty Rank

B. The Principal

1. Sex
2. Racial background
3. Age
4. Years as principal
5. Years at present school
6. Training past master's degree
7. Experience as assistant principal
8. Number of principalships

C. The Faculty

1. Percent with six years or more experience
2. Percent with master's degree plus 36 hours

A. The School

Common sense suggests that newer schools might lead to better education for the students (or so many school boards and parents seem to believe), so it was necessary to determine if there were a significant difference in the mean age of the two groups of schools. Since these are inner-city schools, both groups of schools are old, with the more successful schools ranging in age from seven years to eighty, with a mean of forty-eight years (construction

year 1929). The less successful schools are a little older, with a range of four years to eighty-six and a mean of fifty-four years (construction year 1923), but this difference was not significant. Of the total group of twenty schools, only five had been built in the past twenty years, and thirteen were over sixty years old.

Many educators are developing a belief that large schools work against the educational interests of the students, especially inner-city students who seem to need individual attention and instruction even more than their middle-class counterparts. Optimum size for inner-city schools might well be no more than six hundred students, or even less. Recently, declining enrollment in Chicago has meant that the huge inner-city schools of the late 1950s and 1960s, including many on double shift, are smaller now, but are still larger than more affluent schools in the city.¹ In this sample, enrollment in the more successful schools averaged 849 students while that in the less successful schools averaged 952, a difference which is not significant due to the large variations within each group. The more successful schools ranged in size from 498 students to 1328, while the range in the less successful schools was from 514 to 1632.

¹In August, 1977, the Chicago schools were preparing for a number of desegregation moves, including voluntary transfers of black students to under-utilized schools in white areas. The Rev. Jesse L. Jackson, a civil rights leader, said that in a white area the "schools have no more than 700 students while in (his) community, no school has less than 1,700 students." *Chicago Sun-Times*, August 25, 1977, "Black Unit Fights School Transfers," by Sharron Kornegay, p. 4.

As mentioned earlier, because race and socio-economic factors are related to school success, it was necessary to make certain that these factors were controlled for purposes of this study. Therefore, the sample schools were essentially homogeneous in terms of race: the more successful schools were 99.8 percent black while the less successful schools were 99.3 percent black, an insignificant difference.

In terms of rank on the poverty list, with 1 being the most poor and 181 the least poor (though all are poor enough to qualify for ESEA funding), the more successful schools average 71 and the less successful schools average 111. That is, the less successful schools actually were not as poor, on the average, than the more successful schools, though the difference fails to reach significance.

B. The Principal

In recent years, there has been a press in inner-city communities in Chicago to have local school principals selected (from an approved list) by local principal nominating committees, and it has been a matter of some controversy that the first choice for most communities tended to be a minority person, preferably male. The current desegregation measures will have the effect of making it impossible to predict the racial makeup of the student body by knowing the race of the principal and predominant race of the faculty, but for purposes of this study it was important to know if there were significant differences between the two groups of principals being studied. There were none.

Of the ten principals in the more successful schools, eight were male and two female; eight were non-minority and two were minority. The ten principals in the relatively less successful schools included six males and four females; seven were non-minority and three were from minority background. These differences were not statistically significant.

The average age of the more successful principals was 52.5, while the average age for the principals in the less successful schools was 48.5, with a range for the first group from 42 to 62 and for the second group from 37 to 62. Again, these differences were not significant.

The issue of experience had to be examined to see if perhaps the more successful principals tended to be more experienced. They were, slightly, with an average of 11.9 years as a principal as compared to 9.0 years for the less successful group; however, this difference did not reach statistical significance.

An interesting and possibly important finding, however, was that the more successful principals had been at their present school for a significantly* longer period of time: 11.4 years as compared to 6.75 years for the less successful group. It might be assumed that, whatever the reasons for their success, they and their communities were

* at the .10 level of confidence using a t test.

satisfied. Only three principals in the less successful schools had been at that school for more than five years while nine of the more successful principals had been at their present school for more than five years, also a significant difference.**

All principals had a bachelor's and master's degree, in accord with Chicago public school standards, and eight from each group had reached the master's plus thirty-six or more hours of graduate work.

Since previous administrative experience as an assistant principal might have been a factor in determining success as a principal, that factor was examined. Four of the more successful principals and three of the less successful had experience as assistant principals prior to assuming their principalship, an insignificant difference.

Of the more successful principals, only two held another principalship, while four of the less successful principals had administered another school prior to their present assignment, an interesting but not significant difference.

C. The Faculty

Naturally, the people directly responsible for the academic education of children are the teachers, and differences in the experience and training of the faculty might

** at the .01 level of confidence using a Chi Square analysis.

reasonably be expected to have an impact on the performance of the students. Therefore, these issues were analyzed to determine if there were significant differences between the two groups. There were none.

Of the more successful schools, 58.9% of the faculty had six or more years of experience while 49.7% of the faculty of the less successful schools had similar experience, a difference which did not reach statistical significance.

In terms of the percentage of the faculty in the master's plus 36 hours of graduate training or third lane, the two groups were even closer: 19.3% of the teachers in the more successful schools and 16.9% of the faculties in the less successful schools were in that lane, a difference that did not reach significance.

Summary

In summary, then, the two groups of schools and principals were statistically similar, with noted exceptions, and it could be safely assumed that whatever differences existed between the two groups of schools in terms of student performance, these differences could not be accounted for by differences in the areas delineated above.

Table III

Summary of Means and T-Ratios of School, Principal and Faculty Factors

<u>Schools</u>			
Factor	More Successful Schools	Less Successful Schools	t-Ratio**
Age of building	48.4	54.0	.4200
Enrollment	849.3	951.7	.7030
Percent Minority Students	99%	99%	0
Poverty Rank	71.4	111.4	1.5897

<u>Principal</u>			
Factor	More Successful Schools	Less Successful Schools	t-Ratio
Age: Mean.....	52.5	48.5	1.1852
Range.....	42-62	37-62	
Total years as principal	11.9	9.0	.9960
Years at present school	11.4	6.75	2.0350*

<u>Faculty</u>			
Factor	More Successful Schools	Less Successful Schools	t-Ratio
% 6 years + experience	58.9	49.7	1.0770
% Masters + 36 hours	19.3	16.9	1.0339

* Significant at the .10 level of confidence.

** $t_{.95} = 2.101$ for 18 degrees of freedom on two tailed test.

Table IV

Target School Principals' Data Summary

Factor	More Successful Schools	Less Successful Schools	Chi Square Ratio
Sex: Female.....2		4	$x^2 = 2.14$
Male.....8		6	
Racial Background:			
Minority.....2		3	$x^2 = 0$
Non-minority.....8		7	
Post Master's training.....8		8	$x^2 = 0$
Assistant Principalship Experience:			
yes.....4		3	$x^2 = 0$
no.....6		7	
Number of Principalships:			
one.....8		6	$x^2 = 2.14$
two.....2		4	
Years Principal at Present School			
Five years or less.....1		7	$x^2 = 10.208^{**}$
Six years or more.....9		3	

$** x.99^2 = 6.63$ for 1 degree of freedom

It can be seen that in terms of the data collected in the above table, the two groups of principals are essentially similar. Whatever differences in their leadership style and effectiveness may exist, these differences cannot be attributed to such factors as sex, racial or ethnic background, experience as assistant principal, post master's training or number of principalships.

III. Instrumentation

Prior to devising the instruments used in the data collection for this study, many existing leadership evaluation instruments were investigated. None, however, appeared to serve the purposes of this study: to observe and evaluate the actual, on-the-job performance of elementary school principals with particular focus on the critical tasks of their position. Since the emphasis here was on what the principal actually does and how well he does it, rather than on the innate traits and characteristics of the individual, instruments which measure perceived traits and characteristics generally were not appropriate. Neither were instruments designed to be used by teachers in evaluating their principals nor instruments designed for superintendents to use in evaluating principals. Therefore, the four instruments used by the observer to evaluate the critical task performance of the principals were designed for this study. The fifth instrument, the Occupational Characteristics Index, is a survey instrument designed by Simpson, Slater & Stake² and seeks to establish views of self in relation to specific roles in education. It is included in order to provide an objective means by which principals can indicate their self-perception.

²Ray H. Simpson, K. Marlow Slater, and Robert E. Stake, Occupational Characteristics Index (Urbana, Illinois; University of Illinois, 1965).

A. The Critical Task Observation Schedule

Starting with the five basic areas (instruction, pupil personnel, community relations, staff personnel, and school plant/financial), four sub-areas have been defined under each. Then, under each sub-area, five specific tasks were defined and the observer then rated the principal's performance on a 1-5 scale. As an example, under the pupil personnel task, the first sub-area is the ability to understand today's pupil. Among the tasks in that area are the following: 1) applies student code rules fairly; 2) involves parents while solving pupil discipline problems; 3) highly visible in pupil common areas; etc.

In arriving at a rating for these one hundred principal competencies or task areas (five basic areas times four sub-areas each times five competencies in each sub-area equals one hundred in all), three methods of observation were employed. The primary method was direct observation. In addition to, or in some cases instead of, direct observation, a second method of inferred observation was built into the instrument. If the observer did not see the principal actually engaged in the activity being evaluated, such evidence as bulletin boards, appointment schedules, parent newsletters, meeting agendas, school climate, plant appearance, teacher-principal interaction, and principal-child interaction all could be used to infer the level of principal performance in a given area. And, finally, in those areas where direct or inferred observation did not

yield a sufficient amount of information so that a rating could be given, a third method of question-response input was relied upon. Caution was used in stating the question so that an explanatory answer was elicited.

The format of the instrument is as follows. A copy of the complete instrument including the five competencies under each sub-area can be found in the appendix.

I. Instructional Task

- A. Assesses
- B. Plans Program Improvements
- C. Implements Program Improvements
- D. Evaluates Program Change

II. Pupil Personnel Task

- A. Understands Today's Pupil
- B. Involves Pupils in Educational Planning
- C. Provides Guidance and Pupil Personnel Services
- D. Demonstrates Awareness of Student Rights

III. Community Relations Task

- A. Demonstrates Communication and Interaction Skills
- B. Demonstrates Awareness of Recent Societal Issues
- C. Provides for Community Relations Enhancement
- D. Displays Community Leadership Competencies

IV. Staff Personnel Task

- A. Selects Staff for Program Needs
- B. Orientates Staff Members
- C. Conducts Activities of Staff Improvement
- D. Assesses and Evaluates Staff

V. School Plant/Financial Task

- A. Involves Staff/Pupil in School Plant Utilization
- B. Promotes Physical Environment
- C. Prepares Budgetary Documents
- D. Evaluates Program Outcomes

The one hundred item schedule was rated by the following performance scale:

- | | |
|---------------|---|
| 1 = Poor | The performance of the task by the principal was with minimal effort and of low quality. |
| 2 = Fair | The performance of the task by the principal was with little effort and only fair quality. |
| 3 = Average | The performance of the task by the the principal was with average effort and quality. |
| 4 = Excellent | The performance of the task by the principal was with considerable effort and well above average quality. |
| 5 = Superior | The performance of the task by the principal was with outstanding effort resulting in superior outcomes. |

Each of the five basic areas, therefore, had a possible total score ranging from twenty to one hundred points, with a theoretical average of sixty. By analyzing the scores by sub-area as well as obtaining a total score, specific areas of difference between the two groups could be pinpointed.

In addition, five traits of each principal were evaluated on the same five point scale. The five traits were visibility, informality, vitality, verbal communication and written communication.

In summary, the Critical Task Observation Schedule was devised because no specific instrument of this nature was found. It was based on the critical task framework modified from the SSCPEA³ and Project Rome⁴ studies referred to in the review of the literature and submitted to a Loyola Education Department panel of experts for approval and validation.

The five traits for each principal were evaluated according to the following criteria:

1. Visibility: the degree to which the principal was seen in the conference rooms, classrooms, hallways and common areas.
2. Informality: the degree to which the principal related informally to staff and parents, exhibiting warmth, appropriate touching and a personal connection as contrasted to a "strictly business" approach.
3. Vitality: the degree to which the principal displayed energy expenditure by covering a greater number of meaningful activities during any period of time.
4. Verbal communication: the degree to which the principal used words effectively in dealing with staff, parents and students.
5. Written communication: the degree to which the principal used newsletters, local newspapers, faculty and parent bulletins effectively.

B. The School Evaluation Checklist

A two-page checklist was devised to evaluate the

³Southern States Cooperative Program in Educational Administration, Better Teaching in School Administration (Nashville: George Peabody College for Teachers, 1965).

⁴Chad D. Ellett, David A. Payne and Jonelle E. Pool, "The Development and Consequence Validation of a Teacher Instrument to Assess Competencies of Public School Principals." Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, April, 1977.

physical plant, surrounding area and school climate. A narrative statement was included with the checklist. Evaluated on the same 1 - 5 scale, factors to be observed included the condition of windows, walls and playground equipment, for example, in determining the status of the outside of the school. The inside evaluation including factors of hallway movement, noise volume, bulletin boards, principal's office, school facilities and classroom climate. While it is conceded that the principal is not primarily responsible for the physical plant, since that is the school engineer's domain, nevertheless, the degree to which the principal works cooperatively with the engineer in maintaining a physical plant in the best possible condition is an indication of his overall capability.

C. The Data Collection Instrument

The Data Collection Instrument identified the age range of the sample group of principals, their sex, previous experience as a principal and/or assistant principal, training past the master's degree, years at their present school, and years as a teacher. This material comprised the basis for the description of the sample population.

D. The Principal Interview Schedule

The Principal Interview Schedule was a subjective, open-ended interview designed to elicit from the principals their views and feelings about their work. By asking the

questions relating to their opinions as to the reasons for the success or lack of success in their schools, the ESEA programs in the school and their feelings about their job, it was hoped that more insights into their approach to their positions would be forthcoming. An effort was made to list the possible answers to these questions for the purpose of tabulating, but the principal was not given a choice of possible answers. If his answer was not listed among the items on the interviewer's form, it was included under the place marked "other." Every effort was made to make this aspect of the data collection completely open-ended. As previously noted, the job of principal in a public school involves many talents and skills. It is not necessarily true that the principal himself knows just what those talents and skills are, but it seemed appropriate to ask.

E. The Occupational Characteristics Index

This instrument, developed by Simpson, Slater and Stake,⁴ seeks to reveal the individual's views of self in relation to specific roles in education. A list of twenty-one characteristics were developed, based on research efforts to describe characteristics of successful educators. Respondents were presented with twenty-one

⁴Ray H. Simpson, J. Marlow Slater, and Robert E. Stake, Op. Cit.

sets of five of these characteristics, rotated so that each characteristic appears in a set with each other characteristic, and asked to rank order them as to how well they describe themselves. Characteristics include the following:

- | | |
|--------------------|---------------------------------|
| 1. Creativity | 12. Verbal Fluency |
| 2. Imagination | 13. Vigor |
| 3. Originality | 14. Emotional Stability |
| 4. Resourcefulness | 15. Self Control |
| 5. Consideration | 16. Knowledge of Subject Matter |
| 6. Dependability | 17. Ambition |
| 7. Fairness | 18. Patience |
| 8. Judgement | 19. Personal Charm |
| 9. Cooperation | 20. Persuasiveness |
| 10. Enthusiasm | 21. Flexibility |
| 11. Forcefulness | |

It can be seen that all of these are positive traits, so that although it might be difficult for a respondent to decide which of these qualities represent his strong and which his weaker traits, it is not a threatening task.

By means of various statistical analyses, the authors have grouped these various traits into six bi-polar clusters of characteristics, bi-polar in that according to their experience, persons who are high on one tend to score low on the other for each of these pairs. The six bi-polar clusters are as follows:

1. Innovator - Manager
2. Interactionist - Leader
3. Sage - Youthful Aspirer
4. Long-suffering Advisor - Inducer
5. Active Originator - Intellectual
6. Reasonable Adaptor - Organizational Realist

To illustrate which traits make up one of these characteristics, the innovator is defined as being composed of traits of creativity, imagination, originality and resourcefulness. A score for the individual for innovator is obtained by taking a mean of the above named traits. Manager, on the other hand, consists of the mean score for consideration, dependability, fairness and judgement. A complete explanation is to be found in the appendix.

When taking the index, respondents were asked to rank on a scale from one (high) to five (low) the various traits. Since each trait appears five times, the possible score ranges from five (each time the respondent ranked it first) to twenty-five (each time the respondent ranked it fifth).

In this study, a number of different comparisons of scores were made in order to understand as fully as possible the differences between the two sample groups. First, the scores of the two groups were compared on each of the twenty-one separate traits. Second, the scores of the two groups were compared on each of the twelve characteristics (innovator, manager, etc.). Finally, the two

groups were analyzed according to their own scores on the bi-polar clusters: that is, the more successful principals were scrutinized as to whether they ranked manager ahead of innovator and so were the less successful principals, and so on, for each of the six clusters.

The OCI is a simple measure, only one page, and takes about fifteen minutes to complete. The instructions are simple and the principals in the sample group were most cooperative about taking it.

V. Plan for Data Analysis

Where appropriate, the data was submitted to a t-test for significance, according to the following formula:⁵

$$t = \frac{\bar{X}_1 - \bar{X}_2}{Sp \sqrt{(1/N_1) + (1/N_2)}}$$

Sp^2 is the pooled mean-square estimate of σ^2 given by

$$Sp^2 = \frac{\sum X_1^2 + \frac{(\sum X_1)^2}{N_1} + \sum X_2^2 + \frac{(\sum X_2)^2}{N_2}}{N_1 + N_2 - 2}$$

⁵ Wilfrid J. Dixon and Frank J. Massey, Jr., Introduction to Statistical Analysis (New York: McGraw-Hill Book Company, Inc. 1957), pp. 121-122.

The scores on the various instruments were submitted to the t-test, except in those few instances where the nature of the data made a Chi-Square test necessary. Since these instances included only data in which there were only two rows and two columns, the following Chi-Square formula was used:⁶

$$\chi^2 = \frac{(ad - bc - 1/2N)^2 N}{(a+b)(a+c)(b+d)(c+d)}$$

	I	II	Total
1	a	b	a + b
2	c	d	c + d
Total	a + c	b + d	a + b + c + d = N

In addition to analyzing all the statistically appropriate data (that obtained from the various instruments used in the study), narrative reports and descriptions were made in order to describe as fully as possible the various schools and individuals in the sample population.

⁶Wilfrid J. Dixon and Frank J. Massey, Jr., Op.Cit., p. 226.

Summary

An analysis of the demographic factors revealed that the two groups of principal and their schools were essentially similar and that, therefore, any differences in the performance of students in the two groups could not be accounted for in terms of these factors. The only significant difference (at the .10 level of confidence) was in the length of time the more successful principals had been at their schools (11.4 years as compared to 6.75 years for the less successful principals). Assigning causation was difficult, since their length of service might have contributed to the success of the school or the success of the school (for whatever reason) might have been a factor in the principal serving so long. At any rate, the length of service of the principal was not considered a factor independent of his success and therefore is not an independent variable.

Four instruments were designed for the study for the purpose of collecting data pertinent to measuring the principals' performance of the critical tasks of leadership in education. In addition, the Occupational Characteristics Index was used to measure individual traits as well as clusters of characteristics as perceived by the principals themselves about themselves.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The purpose and thrust of this study was to investigate the functional management and leadership role of the principal within specific task areas designated critical in selected inner-city schools. This chapter will discuss the analysis of the data collected during multiple visits and observations of the twenty schools included in the study.

Initial visits consisted of evaluating the physical plant and surrounding community. Subsequent visits focused on the principal's daily task performance related to the Critical Task Observation Schedule developed for this study. Through the use of the Occupational Characteristics Index, the twenty principals were asked to identify perceived traits and characteristics within their functional administrative and leadership role. All of the principals were employed by District 299 (Chicago) and assigned to elementary schools with an organization of kindergarten through eighth grade and receiving ESEA Title I funds.

This chapter will review the compiled data of the sample group for each of the six hypotheses. This analysis of the data will compare and contrast the major strengths and weaknesses of the principals in the five critical task areas as well as their self-perceived traits and characteristics within their leadership role. The principals were grouped according to the relative success or non-success of their

school's sixth and eighth grade performance on reading comprehension tests.

Appropriate statistical tables, with reference to the various hypotheses, will be utilized throughout this section of the study. The mean scores of the two groups will be reviewed for analysis as well as the t-scores, whereby significant differences, if any, will be reported.

The statistical data were based upon a two-tailed test with a t-ratio of 2.101 significant at the .05 level of confidence for eighteen degrees of freedom. The computational formula and worksheet can be found in Appendix H. T-ratios at or above 2.878 were considered significant at the .01 level of confidence for eighteen degrees of freedom.

The remainder of this chapter will analyze and report the data computed for each individual hypothesis.

HYPOTHESIS ONE

There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the INSTRUCTIONAL TASK on the Critical Task Observation Schedule developed for this study.

The mean scores, as computed from the observation schedule of the principals' performance on the instructional task, indicated significant differences between the relatively more successful and the relatively less successful schools (see Table V). The total mean scores included the accumulated sum of the four sub-areas: assesses, plans program improvements, implements program improvements, and evaluates program improvements.

The total mean score for the principals of the more successful schools was 85.1 (out of a possible 100) as contrasted with a mean score of 58.1 for principals of the less successful schools. These scores produced a t-score of 5.381 which was significant at the .01 level of confidence. The sub-area means for the more successful principals were 20.3 (assesses), 20.9 (plans program improvements) 22.3 (implements program improvements) and 21.6 (evaluates program change). For principals of the less successful schools, sub-area means were 12.4 (assesses), 15.2 (plans program improvements, 14.9 (implements program improvements) and 15.6 (evaluates program change).

The first hypothesis was rejected for the total instructional task area.

TABLE V

A COMPARATIVE ANALYSIS OF MEAN SCORES ON THE
INSTRUCTIONAL TASK
OF THE PRINCIPAL'S CRITICAL TASK OBSERVATION SCHEDULE

	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Instructional Task Total	85.1	58.1	5.381	.01*
<u>Instructional Task</u> <u>Sub-Areas:</u>				
A. Assesses	20.3	12.4	6.235	.01
B. Plans Program Improvements	20.9	15.2	4.268	.01
C. Implements Program Improvements	22.3	14.9	4.467	.01
D. Evaluates Program Change	21.6	15.6	4.018	.01

* A t-Ratio of 2.878 is significant at the .01 level of confidence for 18 degrees of freedom.

Sub-Area A: Assesses

Principals in the more successful schools tended to approach the assessment process in a more systematic manner than principals in less successful schools. As an example, the principal at the Arthur School kept a master file for each individual child related to skill mastery. The principal used this file to assess program needs directed toward program development. He demonstrated its use for staff involvement in the assessment process and asked his staff to relate the file to item analysis sheets for reading instruction purposes.

The principal of Eisenhower had a five year longitudinal chart for the various age cycles from seven through thirteen which enabled him and the staff to spot individual pupils who were not progressing on schedule. A variety of actions were then initiated which included staff discussion of new reading proposals funded under ESEA for future implementation.

All of the more successful principals had a formal or informal assessment process in operation on an on-going basis. Formal process included pupil progress charting on a classroom basis. The Hoover School, for example, had Continuous Progress skill mastery objectives mounted on each classroom door which were related to the age cycles and level objectives for the group. These charts enabled the administrator, teacher or parent to see pupil success or failure within the four strands of the C.P. program. These perceptions in turn led to the initiation of reading program modifications based on pupil success or failure in particular areas such as comprehen-

sion word attack or other skills. One ESEA program was terminated as a result and replaced by another which reduced class size for more individualization of instruction. The reading program assessment of the school had crystalized the need for reduced class size and had been in part determined by the principal's use of a series of questions structured around relevant instructional problems and needs.

Seventy percent of the more successful schools went beyond the use of the Intensive Reading Improvement Program (IRIP) staff to assess program needs. One school (Truman) had a group of twenty parents meeting regularly to discuss instructional programs' success and difficulties. The meetings involved the principal, school community representative (SCR), IRIP teacher, teacher aides and individual classroom teachers in discussions of the mastery of reading objectives.

Seventy percent of the more successful principals were actively pursuing a program to decrease student mobility, while such programs were evident in only forty percent of the less successful schools. For instance, at the Burr School, there was one hundred percent pupil turnover during the school year. One principal (at the Nixon) stated that the mobility there was unchecked and there was no indication that the problem was being attacked in any systematic way. Students at these schools had no stable reading system for sequential instructional development due to constant school transfers and consequent exposure to constantly changing reading programs.

Less successful school administrators appeared heavily involved in administrative duties which limited time for any assessment process. No assessment process was observed at the Fillmore School, and the principal, when asked, stated that proposal assessment and planning for basic skill improvement was "a waste of time." (Shortly after the interview with this principal, a massive student boycott at the school was called by parents who were gravely distressed by a variety of problems). Fifty percent of the principals in these less successful schools did not have any evident form of assessment or even an informal process at a minimal level of operation.

Another characteristic of the assessment of instructional needs for the less successful group was poor staff involvement and no parent involvement during any of the direct or inferred observations or on written communications distributed in the form of regular bulletins and parent newsletters. The only guides being utilized in the ten less successful schools were ESEA assessments completed by central office staff.

The difference in the two groups of principals in assesses resulted in a mean score of 20.3 (out of a possible 25) for the more successful schools and 12.4 for the less successful schools, with a t-score of 6.235, significant at the .01 level of confidence.

Instructional Task Sub-Area A	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Assesses	20.3	12.4	6.235	.01

Sub-Area B: Plans Program Improvements

A high energy level on the part of principal, staff and parents in planning program improvements was observed in all of the more successful schools during the minimum two day observation period. Principals met with a variety of staff and parent groups to discuss changes in present reading programs in order to lower class size, improve mastery of skills (through computer assisted instruction, for example), and enrich the regular program in many ways.

Every successful school had large professional libraries and working areas for staff to plan and develop reading instruction. One principal presented a variety of instructional systems through publisher workshops, and professional conventions were also discussed during question and answer periods.

An interesting contrast between successful and less successful schools was the variety of extra-curricular programs in the planning stage or already operating. These programs already operating at more successful schools included instrumental music, activities for the gifted, cheerleaders, sports, art, bridge and library clubs.

These efforts appeared to be related to higher reading scores and improved attendance. For example, one more successful school reported a ninety-six percent attendance rate while a less successful school with a similar number of poverty pupils had only eighty-five percent attendance rate. These extra-curricular efforts appeared to improve visibly the climate of the high attendance school for the total school day.

Two less successful schools were actually observed disbanding programs such as the school newspaper and band. In the case of the Pierce School, the young principal encouraged a variety of sports programs with both boys and girls included. Although discipline, morale, and attendance appeared improved, reading and math instruction occupied only thirty percent of the school day, with little evidence of program assessment and planning, and reading scores remained unusually low.

All of the relatively successful schools had a minimum of fifty percent of the school day involved in reading and math development. In addition, the basic instructional program was enriched by ESEA funded activities such as Computer Assisted Instruction, eclectic approach (reduced class size) and prescription learning.

Although the less successful schools had similar ESEA programs, personnel involved seemed to be less proficient in the instructional process. In the three schools where this situation was not true (Burr, Garfield, and Nixon), improvement in staff seemed to be due to decreased enrollment and not through direct administrative effort: as student numbers declined, the teachers with the least experience were released. At Burr and Garfield, strenuous new efforts on the part of the administrators paid off in slightly improved reading scores for the 1976-77 school year. At Garfield, the school is now on a one hundred percent reading/mathematics program (the entire curriculum focused on continuous progress reading and mathematics skill development), and showed a seven month

gain at age cycle thirteen, from last year's scores.

The difference in the two groups of principals in plans program improvements resulted in a mean score of 20.9 (out of a possible 25) for the most successful schools and 15.2 for the less successful schools, with a t-score of 4.268, significant at the .01 level of confidence.

Instructional Task Sub-Area B	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Plans Program Improvements	20.9	15.2	4.268	.01

Sub-Area C: Implements Program Improvements

In the crucial area of implements program improvements, all of the principals at the more successful schools developed highly creative organizational patterns. Such patterns included "pods" (a special kind of team teaching arrangement) and age cycle/continuous progress leveling in contrast to the traditional graded organization which was prevalent at the less successful schools.

At the Adams School, the organization consisted of Pod V (kg) through Pod Z (eighth grade) with inner levels established to provide for pupil achievement differentials. Each Pod had a team chairman with team sizes ranging from two to eight. Meetings were held on a regular basis for Pod activities as well as subject areas which included art and Afro-American studies in addition to the basic academic areas. Every Friday afternoon the modular scheduling provided a one

hour period for student council, aquarium, mural and gifted studies in addition to a varied sports program.

Truman and Hoover Schools had age cycle/level organizations with delegated staff leadership which seemed to lead to a high level of staff proficiency and morale. An eagerness to teach and to learn was observed in the classrooms.

Well-written bulletins and articulate verbal communications were characteristic of the more successful group and revealed a wide variety of academic and extra-curricular activities. At two less successful schools, the only extra-curricular activity was a single basketball team. A comparison might be made to the artist who constantly seeks new colors and modes of expression in contrast to the artist who stays with unchanging, traditional style.

One inhibiting factor in one of the less successful schools was overcrowding, which was especially severe at the Fillmore. Classes were held in poorly lighted basement recesses and in "classrooms" that seemed more suited for custodial storage areas. At the overcrowded Van Buren, a building addition has been built with well maintained mobiles separating the main building and new addition. There is no evident negative relationship to overcrowding and instructional allocation of classroom space.

In contrast, declining enrollment at Truman made possible the conversion of two graded classrooms into a brightly lit and painted media center. Flexibility was less possible at the overcrowded schools, but there were other factors re-

lated to a lack of effectiveness in planning ahead in these schools that contrasted sharply with the more successful schools that had "looked" and had developed alternatives directed toward program implementation and success. The Buchanan school, for example, had numerous empty rooms with no apparent programs on the drawing board for supplementary programs which would utilize these rooms to improve instruction.

The difference in the two groups of principals in implements program improvements resulted in a mean score of 22.3 (out of a possible 25) for the more successful schools and 14.9 for the less successful schools, with a t-score of 4.467, significant at the .01 level of confidence.

Instructional Task Sub-Area C	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Implements Program Improvements	22.3	14.9	4.467	.01

Sub-Area D: Evaluates Program Change

The more successful schools had systems for evaluation in operation. The principal of Hoover developed and implemented a data sheet for evaluation of program that centered on pupil progress and which enabled teacher and administrator to identify pupil progress and problems. This evaluation was in addition to the central office ESEA procedures. The Eisenhower principal developed a history and record card to chart pupil growth which assisted staff and him to follow

achievement growth for the entire age cycle as well as for individual pupils. The Ford administrator relied heavily on the Iowa Test of Basic Skills (ITBS) scores to detect pupil "slippage," and his analysis of pupil performance led to increased reading and math instruction time for individual students up to one hundred percent daily when necessary. He also implemented a system which emphasized staff understanding of pupil age and performance level rather than traditional grade placement.

The Arthur principal changed his program, following an in-depth program evaluation, from self-contained classes to "walking" reading and math in which students change classes in order to work with others at a similar performance level. The Tyler principal worked hard to develop staff acceptance of Continuous Progress Roster Charts which aided teacher and supervisor to monitor pupil growth more effectively.

More successful schools had far more high interest programs as well as attention to improvements in basic instruction, all resulting from careful evaluation of pupil needs and assessment of program effectiveness.

By contrast, principals in less successful schools spent far more time on management detail, being anchored in their offices by reports and other paper work. They complained about poor teaching, overcrowding, vandalism, even teachers leaving doors open, but seemed to have done little concrete planning such as developing proposals for improvement as a result of their evaluation of the problems. No

continuous progress charts were evident. This lack of classroom monitoring was evident at Coolidge, Fillmore, Harding and Polk. At Fillmore, Garfield and Harding there was no evidence of staff involvement in the evaluation process, nor did staff use test scores in any systematic way as an evaluative tool.

The difference in the two groups of principals in evaluates of program change resulted in a mean score of 21.6 (out of a possible 25) for the more successful schools and 15.6 for the less successful schools, with a t-score of 4.018, significant at the .01 level of confidence.

Instructional Task Sub-Area D	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Evaluates Program Change	21.6	15.6	4.018	.01

Summary

Summarizing the results for the two sampled groups on the instructional task, the statistics revealed that the more successful group was more involved in assessing program needs through a systematic approach which included parents and staff. They used a variety of communication vehicles (bulletins, phone, intercom, face-to-face talks) to develop staff awareness of program needs, which in turn led to new program implementation. The less successful group appeared strangled by paperwork and hand wringing over poor teaching, crowding, and poor facilities. They also had less to evaluate

since instructional programs and extra-curricular activities were limited.

The statistical findings for the instructional task as a whole as well as for all four sub-areas led to a rejection of the first hypothesis.

HYPOTHESIS TWO

There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the PUPIL PERSONNEL TASK on the Critical Task Observation Schedule developed for this study.

The mean scores, as computed from the observation schedule of the principals' performance on the pupil personnel task, indicated significant differences between the relatively more successful and the relatively less successful schools (see Table VI).

The total mean scores included the accumulated sum of the four sub-areas: understands today's pupil, involves pupil in educational planning, provides guidance and pupil personnel services and demonstrates awareness of student rights.

The total mean score for the principals of more successful schools was 79.3 (out of a possible 100) as contrasted with a mean score of 67.2 for principals of the less successful schools. These scores produced a t-score of 2.925 which was significant at the .01 level of confidence. The sub-area means for the more successful principals were 22.8 (understands today's pupil), 16.5 (involves pupil in educational planning), 22.0 (provides guidance and pupil personnel services) and 18.0 (demonstrates awareness of student rights). For principals of the less successful schools, sub-area means were 17.5 (understands today's pupil), 14.8 (involves pupil in educational planning), 17.8 (provides guidance and pupil personnel services) and 17.1 (demonstrates awareness of student rights).

TABLE VI

A COMPARATIVE ANALYSIS OF MEAN SCORES ON THE
PUPIL PERSONNEL TASK
OF THE PRINCIPAL'S CRITICAL TASK OBSERVATION SCHEDULE

	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Pupil Personnel Task Total	79.3	67.2	2.925	.01*
<u>Pupil Personnel Task</u> <u>Sub-Areas:</u>				
A. Understands Today's Pupil	22.8	17.5	4.930	.01
B. Involves Pupil in Educational Planning	16.5	14.8	.852	No Sig.
C. Provides Guidance and Pupil Personnel Services	22.0	17.8	2.974	.01
D. Demonstrates Aware- ness of Student Rights	18.0	17.1	.484	No Sig.

* A t-Ratio of 2.878 is significant at the .01 level of confidence for 18 degrees of freedom.

The second hypothesis was rejected for the total pupil personnel task area.

Sub-Area A: Understands Today's Pupil

The observer involved in the study placed heavy emphasis while scoring sub-area A on the quality and quantity of administrator contact with pupils. All of the ten principals from the more successful schools were found in the common and instructional areas more often than the ten principals in the less successful group. An example was the Hoover principal who made two complete visits through the school area every day. She greeted pupils by first name and pupils eagerly returned the greeting.

A similar principal/pupil exchange existed at more successful schools such as Eisenhower, Ford, Hayes, Truman and Van Buren. Less successful school principals were consistently observed in their office area involved in administrative detail, such as the Performance Appraisal Plan (Coolidge and Nixon), position changes (Pierce), and such district reports as fire drills (Polk).

Five of the more successful school principals had developed student codes (Adams, Hayes, Hoover, Truman and Van Buren) which were made visible in a variety of ways. The Adams principal involved the pupils in framing the student code and hung the framed code in a prominent area of the school foyer. The Hoover principal printed the code and sent each parent a copy at the beginning of the school years. The parents signed an attached slip which their child re-

turned to the school. This exchange of code and signature established a student-rights contract between student, parent and school.

Additionally, systematic discipline procedures were observed at all of the ten more successful schools with formal request letters for parent involvement in pupil counseling. They involved various members of the staff in the discipline conference. Office climate was cordial when parent, staff and administrator were observed in a pupil conference. Pupils at all ten of the more successful schools were observed practicing self-discipline and generally seemed to enjoy the school controls as a form of safety.

Compared to the more successful schools, forty percent of the less successful schools appeared to have numerous serious pupil discipline problems. The Polk school dismissal each day was a signal for frustrations to explode into numerous fights in the area around the school. These fights included male/female physical exchanges. Teachers appeared unaffected by these pupil discipline infractions while the administrator was not present or informed of the problem.

The Buchanan, Fillmore and Harding schools were observed to have unauthorized pupil movement throughout the hallways. Pupils stared into classroom windows and did not appear frightened when told by teachers to leave the area. Evidence of vandalism was extensive throughout the Fillmore, including the burning of the library during the summer.

Classroom visitation by the principals of the less

successful schools was limited because the principals returned to their offices more frequently. There were exceptions at the Garfield, Pierce and Nixon where the principals were quickly recognized by pupils and warm exchanges were made as they spent more time in common school areas.

The difference in the two groups of principals in understands today's pupil resulted in a mean score of 22.8 (out of a possible 25) for the more successful schools and 17.5 for the less successful schools, with a t-score of 4.930, significant at the .01 level of confidence.

Pupil Personnel Task	More Successful Schools	Less Successful Schools	t-Ratio	Sig. Level
Sub-Area A				
Understands Today's Pupil	22.8	17.5	4.930	.01

Sub-Area B: Involves Pupil in Educational Planning

Four of the more successful schools had operating student groups (Adams, Arthur, Ford and Tyler) as did four of the less successful schools (Buchanan, Garfield, Pierce and Polk). The Adams school had an exceptional program centered around student government with their student code framed and "living" in the foyer of the school. Pupils, with staff assistance, developed other areas of the school within the structure of student council. One of their display cases had hats bearing the school's team name as part of their school spirit development. The high attendance and demeanor of the students gave witness to the positive effect of a well-run functioning student council. At Pierce, in the less

successful group, a similar situation existed: upon entering the school foyer, similar trophy cases reflected the same school spirit.

Both groups taken as a whole were similar in developing and maintaining active student councils. The fact that only forty percent of the schools had active student councils indicated their low priority. Reasons for this low priority included lack of space, no available staff member, staff not willing to release pupils from subject instructional periods, and lack of interest by the building principal. An interesting sidelight was that teachers were reluctant to initiate or conduct student government activities because of a limited instructional day, since ninety percent of the schools were on closed campus. The study did not pursue the relationship of closed campus to extra-curricular activities but the question arises as to the need for further study of this area.

Where student government was operating, the sponsor was either the assistant principal or the eighth grade teacher. In no school was the principal the advisor of the student council. One of the more successful principals (Hayes) had an ad hoc committee but meetings were not held very often as indicated by bulletin and personal observations.

The last statement leads into an analysis of principal/student dialogue. Ninety percent of the schools of both groups had operational inter-com systems. Generally these were used to communicate with staff and rarely to the student body. Written bulletins were directed toward the

staff or parents. No observations of written communication to pupils were observed. The data indicate that virtually all communication between the principal and pupils is verbal and face-to-face. This verbal process included greetings, advice, encouragement and admonishments, including directions ("pick up that paper and put it in the trash can"). This interchange was primarily in a one-on-one situation. Group communication was directed to a class (rarely) or an assembly speech. There was little difference between both groups of principals concerning pupil involvement in educational planning.

The pupils did not appear concerned or eager to discuss extra-curricular activities with the principal but left that aspect of planning to be initiated and conducted through their classroom teacher.

The difference in the two groups of principals in involves pupil in educational planning resulted in a mean score of 16.5 (out of a possible 25) for the more successful schools and 14.8 for the less successful schools, with a t-score of .8522 which was not significant.

Pupil Personnel Task Sub-Area B	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Involves Pupil in Educational Planning	16.5	14.8	.852	No Sig.

Sub-Area C: Provides Guidance and Pupil Personnel Services

Comparing the two groups of schools, observations indicated much stronger leadership in the area of pupil guidance and services by all ten principals of the more successful schools. Eighty percent of these schools had a multi-staff guidance program focused around the classroom teacher. The additional staff members involved were the IRIP teacher, adjustment teacher, and assistant principal. Additional staff working within the local school program were district social workers, teacher nurses, attendance officers and various consultants.

Principals were observed discussing a variety of problems ranging from academic to the physical. All of these schools had multi-discipline, special education programs which ranged from the educable mentally handicapped (EMH) to severe learning disability (SLD). All of the principals visited these special classes on a regular basis and staff assigned to these classes were observed to be specially trained and functioning at a high level of proficiency.

Eighty percent of the more successful schools had attendance figures above ninety percent with systems to promote high attendance in operation. The principal of Hoover uses the Aid to Dependent Children case worker for improving school attendance. She requests that welfare checks be stopped if parents fail to meet ADC guidelines which include regular school attendance of their children.

All of the more successful schools had parent request forms for conferences at the school level to solve discipline problems. None of them restricted student rights by suspending pupils prior to the parental conference. Conferences were observed in several schools (Adams, Ford, and Wilson). Auxiliary staff was involved effectively as viewed by the observer.

Less successful school principals were observed to be less involved in guidance and pupil service development because of a high demand of their time for administrative duties. Guidance programs were not evident except for the Burr, Pierce and Nixon. The Fillmore principal was asked about a guidance program since observations failed to produce evidence of any conferences. He stated that guidance was a function of the adjustment teacher.

Half of the less successful schools reported pupil attendance at the eighty-five to eighty-nine percent range. These five schools had no apparant system to increase attendance through parent or faculty bulletins. No bulletin boards were observed which motivated higher student attendance.

The principal of Polk, one of the less successful schools, discussed his pupil staffings at a local hospital. He stated that he participated in all of these staffings which indicated that his time allotment for his many tasks could be greatly strained by his involvement in all cases. He was not observed to be an administrator who delegated responsibilities in order to facilitate his many tasks.

There were no parent conferences observed in these schools although problems such as pupil fights existed. Notes were dispatched to parents which could have indicated suspensions but most of the pupil fights observed at Polk were ignored by staff. There was a general atmosphere of resignation at the less successful schools.

The difference in the two groups of principals in provides guidance and pupil personnel services resulted in a mean score of 22.0 (out of a possible 25) for the more successful schools and 17.8 for the less successful schools, with a t-score of 2.974, significant at the .01 level of confidence.

Pupil Personnel Task	More Successful Schools	Less Successful Schools	t-Ratio	Sig. Level
Sub-Area C				
Provides Guidance and Pupil Personnel Services	22.0	17.8	2.974	.01

Sub Area D: Demonstrates Awareness of Student Rights

All of the principals in the two groups of schools were observed to be aware of the legal rights of pupils. Only one of the less successful principals (Nixon) mentioned a court case or state and board rules. The administrators were observed making decisions within the legal framework.

One principal of the more successful group indicated that he permitted corporal punishment at the classroom level by commenting that he allows classroom teachers to "bend the corporal punishment rule."

No communications were observed concerning legal rights

of pupils or informational to parents. The observation period of this study included the period of time that parents must be informed about the Family Privacy Act concerning pupil records, according to state statute.

Six of the more successful schools had student codes or parent/school contracts while only two of the less successful had a parent discipline letter or student handbook.

Except for the difference in student codes, the two groups operated at essentially the same level of performance. This similarity resulted in a small differential in mean scores in this sub-area.

The difference in the two groups of principals in demonstrates awareness of student rights resulted in a mean score of 18.0 (out of a possible 25) for the more successful schools and 17.1 for the less successful schools with a t-score of .484, which was not significant.

Pupil Personnel Task Sub-Area D	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Demonstrates Awareness of Student Rights	18.0	17.1	.484	No Sig.

Summary

Summarizing the results for the two sampled groups on the pupil personnel task, the statistics revealed that the more successful group appeared to understand today's pupils significantly better as well as develop and lead guidance and pupil personnel services. The two groups were similar in handling pupil involvement in educational planning

which was minimal in both groups. Both groups were aware of student rights but failed to communicate this knowledge to staff or parent to any significant extent.

The statistical findings for the pupil personnel task as a whole led to rejection of the second hypothesis although two of the four sub-areas were not significant.

HYPOTHESIS THREE

There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the COMMUNITY RELATIONS TASK on the Critical Task Observation Schedule developed for this study.

The mean scores, as computed from the observation schedule of the principals' performance on the community relations task, indicated significant differences between the relatively more successful and the relatively less successful schools (see Table VII).

The total mean scores included the accumulated sum of the four sub-areas: demonstrates communication and interaction skills, demonstrates awareness of recent societal issues, provides for community relations enhancement and displays community leadership competencies.

The total mean score for the principals of more successful schools was 79.3 (out of a possible 100) as contrasted with a mean score of 64.8 for principals of the less successful schools. These scores produced a t-score of 3.0563 which was significant at the .01 level of confidence. The sub-area means for the more successful principals were 20.9 (demonstrates communication and interaction skills), 19.8 (demonstrates awareness of recent societal issues), 18.7 (provides for community relations enhancement) and 19.9 (displays community leadership competencies). For principals of the less successful schools, sub-area means were 17.3 (demonstrates communication and interaction skills), 15.4

TABLE VII

A COMPARATIVE ANALYSIS OF MEAN SCORES ON THE
COMMUNITY RELATIONS TASK
OF THE PRINCIPAL'S CRITICAL TASK OBSERVATION SCHEDULE

	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Community Relations Task Total	79.3	64.8	3.056	.01*
<u>Community Relations Task Sub-Areas:</u>				
A. Demonstrates Communi- cation and Interac- tion Skills	20.9	17.3	2.512	.05***
B. Demonstrates Awareness of Recent Societal Issues	19.8	15.4	2.827	.02**
C. Provides for Community Relations Enhancement	18.7	14.9	2.842	.02
D. Displays Community Leadership Competen- cies	19.9	17.2	2.074	.10****

* A t-Ratio of 2.878 is significant at the .01 level of confidence for 18 degrees of freedom.

** A t-Ratio of 2.552 is significant at the .02 level of confidence for 18 degrees of freedom.

*** A t-Ratio of 2.101 is significant at the .05 level of confidence for 18 degrees of freedom.

**** A t-Ratio of 1.734 is significant at the .10 level of confidence for 18 degrees of freedom.

(demonstrates awareness of recent societal issues), 14.9 (provides for community relations enhancement) and 17.2 (displays community leadership competencies).

The third hypothesis was rejected for the total community relations task area.

Sub-Area A: Demonstrates Communication and Interaction Skills

All of the more successful principals displayed verbal fluency with parents and community members during observations of administrator/community interchange. These interchanges included observed parent meetings (Hayes, Hoover, Truman, and Tyler). The Tyler principal had monthly parent meetings operational at the Child Parent Center during the day with many male parents attending. Following the meetings, parents went into instructional areas and participated as aides to the instructional staff. The Hoover principal held monthly coffees in the project homes of parents. Motivation for parent attendance was a door prize. Although formal in her speech patterns, she commanded the attention of her community audience when addressing the group.

The Truman principal was observed to be exceptionally informal when addressing parents and groups. On the Principal's Subjective Evaluation Index of the Critical Task Observation Schedule, eighty percent of the more successful group were rated above average in informality toward community members, with fifty percent receiving the highest possible

score on a one-to-five scale. Principals of the more successful schools appeared more informal in communication by the use of first names and various forms of "back slapping." There was a greater sense of ease with far less use of educational jargon.

The Wilson principal formed a mothers' club which performed many services for the school, including making curtains for the classroom windows. Her conversations were observed as neighbor-to-neighbor or friend-to-friend. She appeared to command additional respect for her long years of service to the community, her senior citizen status, and her continuing vitality, as demonstrated by constant movement and community assistance.

The less successful principals by comparison were observed as more formal in their speech and demeanor. Forty percent of them were rated average and twenty percent below on the Principal's Subjective Evaluation Index of the Critical Task Observation Schedule. The speech pattern of the Polk administrator was observed to produce a tenseness between parent and principal. His discussion of continuous progress at a parent meeting the observer attended was less than inspirational. Parents sat passively and few questions or comments were made following his presentation. Contrasted to his presentation was the one made by the school community representative which was inspirational in terms of dialogue and the use of visuals.

In the less successful group, there were exceptions, with excellent verbal fluency by the principals of Buchanan, Burr and Pierce, who were less formal and displayed friendliness as they spoke to parents and community personnel.

The difference in the two groups of principals in demonstrates communication and interaction skills resulted in a mean score of 20.9 (out of a possible 25) for the more successful schools and 17.3 for the less successful schools, with a t-score of 4.604, significant at the .05 level of confidence.

Demonstrates Community Relations Task Sub-Area A	More Successful Schools	Less Successful Schools	t-Ratio	Sig. Level
Communication and Interaction Skills	20.9	17.3	2.512	.05

Sub-Area B: Demonstrates Awareness of Recent Societal Issues

One of the impressive observations in the more successful schools was the wide variety of communication media used by the principals. These media included parent newsletters, flyers, bulletin boards, parent day and night meetings, open house, phone discussions, inter-com use, coffee klatches, parlor and political meetings. These various media were used to discuss and work on community issues. These issues focused on housing problems, school overcrowding, school additions, recreational facilities, extended education for parents, poverty needs of individual families, purchase of property

for school use, and street paving as well as the educational welfare of the pupils.

Each community had specific issues relevant to its welfare. All the principals had worked or were working on issues germane to community needs.

The principal of Adams was involved with parents in getting city officials to complete the paving of a street a few blocks from the school which would terminate traffic by heavy construction trucks which posed a serious safety hazard for the pupils. The problem seemed resolved during the last observation with no trucks passing the school on that day. He was also working on a school addition to alleviate overcrowding which necessitated a large part of the playground being used for mobiles.

The Truman principal was still involved in condemnation procedures prior to purchase of the land for a playground extension. This land was needed for the improvement of recreational facilities for the community.

The Hayes principal wrote a proposal that culminated in a mall being constructed near the school which enhanced the appearance of this inner-city area. The landscaping that was personally designed and supervised by the principal made the school an aesthetic example for all of the community areas to emulate.

The Hoover principal worked extensively with public officials in the Welfare Department to improve pupil attendance which greatly increased the state aid for that particular

school. She also worked with parents to have a derelict church building across the street from the school torn down, thus adding additional open grass space.

The Tyler principal was consulting with a private school for the blind to coordinate public school programs which could work in conjunction with their special education program. The Van Buren principal was working on housing, poverty and lack of recreation in his school community.

Not all of the more successful principals were actively engaged in societal issues. Wilson was observed to be an inside school operation with little involvement with the immediate community. This situation was also observed at Eisenhower. Although their efforts were minimal, there was some activity observed related to community issues.

Less successful principals with a few exceptions (Buchanan and Burr) were observed to rarely be involved in community issues. Eighty percent of these schools were minimally or not at all participating in community action programs. The Fillmore principal, who was later observed and reported by city news media to have extensive problems with his community, stated that he saw ESEA money as a reason not to develop proposals to solve community problems.

The Polk principal, faced with numerous derelict, burned and abandoned buildings around the school, had no plan developed for their demolition which would improve pupil safety.

A parental comment on this subject during a community meeting was quickly disposed of, with no positive leadership provided to the community to help solve this serious problem.

The principal of Buchanan was working on a derelict housing list, but little planning for new housing to replace demolished buildings was observed or discussed. The many vacant lots gave the community a bombed-out look and there was an obvious need for improved living quarters. The Burr principal was aware of the housing problem on a nearby main street but focused more on solving severe instructional problems caused in part by overcrowding.

The difference in the two groups of principals in demonstrates awareness of recent societal issues resulted in a mean score of 19.8 (out of a possible 25) for the more successful schools and 15.4 for the less successful schools, with a t-score of 2.827, significant at the .02 level of confidence.

Community Relations Task	More Successful Schools	Less Successful Schools	t-Ratio	Sig. Level
Sub-Area B				
Demonstrates Awareness of recent societal issues	19.8	15.4	2.827	.02

Sub-Area C: Provides for Community Relations Enhancement

One of the impressive observations in all of the more successful schools was the hallway, community-related bulletin board. The boards utilized catchy slogans to develop pupil and community awareness of school and local issues. These slogans were enhanced by large signs stating "Welcome to

Eisenhower" and "Welcome to Main-stream of Progress" (Hoover).

The Truman staff was encouraged by the principal to participate in a community proposal that culminated in an art fair. The Hoover principal promoted a large community dinner at the close of American Education Week. The principal of Ford involved pupil, staff and community in a fashion show with clothing distribution included as part of the activity.

All of the sample schools had open house programs and there was no observed differences between the two groups. These programs included alternating day/night open house activities by the Adams school. The Arthur principal initiated a parent assessment process included in the open house program. The Ford school had an "Open School Day" where parents sat to observe and participate in classroom activities.

Hallway bulletin boards in less successful schools were poorly utilized and in two cases not used at all (Burr and Harding). Only twenty percent of these schools had any student involvement in community action programs. The exceptions were Buchanan which sent its band to play at local affairs and Pierce which used an extensive sports program (including girls and boys' basketball teams) to cement community relations. In addition, the principal arranged for staff members to attend community meetings.

Little in-service with community relations as a focal point was observed directly or through bulletins issued by the principals in the less successful group. The contact with

community was limited with the strong implication that a sleeping community should be left alone.

The difference in the two groups of principals in provides for community relations enhancement resulted in a mean score of 18.7 (out of a possible 25) for the more successful schools and 14.9 for the less successful schools with a t-score of 2.842, significant at the .02 level of confidence.

Community Relations Task Sub-Area C	More Successful Schools	Less Successful Schools	t-Ratio	Sig. Level
Provides for Community Relations Enhancement	18.7	14.9	2.842	.02

Sub Area D: Displays Community Leadership Competencies

Eighty percent of the more successful principals were appointed to their positions prior to community principal selection boards. All of these principals remained in these positions with no boycotts or community pressure on the Chicago Board of Education to have them removed. Two principals in this group were selected by the community for their leadership skills and remained in these positions with apparent respect from the community.

All of them appeared to be working effectively with no serious problems observed. All of them used a variety of media to inform local groups through newsletters and previously mentioned communication media.

Eighty percent of the less successful principals were selected by the community to provide educational and local

leadership. Two had been at the school for extensive periods of time. One (Buchanan) discussed past community pressure for her transfer but there were no observed problems existing at the time of this study. The Burr principal discussed similar problems but stated that the local school council accepted his leadership at the present. Again no observed problems appeared to exist.

Seven of the eight principals selected by the communities appeared to have been given time to solve serious problems of instruction, staffing, housing, overcrowding and recreation that existed in varying degrees throughout the community. Some of these problems were observed and noted through the School Evaluation Checklist. (See Appendix D).

One of the principals (Fillmore) was observed to be under heavy criticism by his community with his transfer requested by the local school council president. This lack of community leadership respect existed at the reporting of this study.

None of the principals formally surveyed community opinion with the exception of Tyler (more successful) which was reported as being done at the end of each year.

The difference in the two groups of principals in displays community leadership competencies resulted in a mean score of 19.9 (out of a possible 25) for the more successful schools and 17.2 for the less successful schools with a t-score of 2.0746, significant at the .10 level of confidence. While this finding is not significant at the .05 level of

confidence, the observed difference between the two groups has possible value for further research.

Community Relations Task Sub-Area D	More Successful Schools	Less Successful Schools	t-Ratio	Sig. Level
Displays Community Leadership Competencies	19.9	17.2	2.0746	.10

Summary

Summarizing the results for the two sampled groups on the community relations task, the statistics revealed that the more successful group was more adept at the use of a variety of communication vehicles. Additionally they displayed more knowledge of societal issues germane to their school community and made a number of excellent efforts to enhance community relations. Community leadership competencies in both groups were observed to be rather similar and differences were not enough to be significant.

The statistical findings for the community relations task as a whole led to a rejection of the third hypothesis.

HYPOTHESIS FOUR

There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the STAFF PERSONNEL TASK on the Critical Task Observation Schedule developed for this study.

The mean scores, as computed from the observation schedule of the principals' performance on the staff personnel task, indicated significant differences between the relatively more successful and the relatively less successful schools (see Table VIII).

The total mean scores included the accumulated sum of the four sub-areas: selects staff for program needs, orientates staff members, conducts activities for staff improvement and assesses and evaluates staff.

The total mean score for the principals of the more successful schools was 74.4 (out of a possible 100) as contrasted with a mean score of 58.3 for principals of the less successful schools. These scores produced a t-score of 4.619 which was significant at the .01 level of confidence. The sub-area means for the more successful principals were 16.4 (selects staff for program needs), 19.9 (orientates staff members), 19.3 (conducts activities for staff improvement) and 18.8 (assesses and evaluates staff). For principals of the less successful schools, sub-area means were 13.1 (selects staff for program needs), 14.8 (orientates staff members), 16.6 (conducts activities for staff improvement) and 13.8 (assesses and evaluates staff).

TABLE VIII

A COMPARATIVE ANALYSIS OF MEAN SCORES ON THE
STAFF PERSONNEL TASK
OF THE PRINCIPAL'S CRITICAL TASK OBSERVATION SCHEDULE

	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Staff Personnel Task Total	74.4	58.3	4.619	.01
<u>Staff Personnel Task</u> <u>Sub-Areas:</u>				
A. Selects Staff for Program Needs	16.4	13.1	2.207	.05***
B. Orientates Staff Members	19.9	14.8	4.604	.01
C. Conducts Activities for Staff Improve- ment	19.3	16.6	2.581	.02**
D. Assesses and Evaluates Staff	18.8	13.8	3.626	.01

* A t-Ratio of 2.878 is significant at the .01 level of confidence for 18 degrees of freedom.

** A t-Ratio of 2.552 is significant at the .02 level of confidence for 18 degrees of freedom.

*** A t-Ratio of 2.101 is significant at the .05 level of confidence for 18 degrees of freedom.

The fourth hypothesis was rejected for the total staff personnel task area.

Sub-Area A: Selects Staff for Program Needs

Seventy percent of the more successful principals made attempts personally to select their own staff. These attempts included staff selection through observations of full-time basic (FTB) and day-to-day substitutes as well as establishing relationships with teacher training institutions for student teacher programs. Student teachers who demonstrated outstanding teaching skills were requested as FTB's by the more successful principals through the central office to be assigned on temporary teaching certificates. Fifty percent of the principals in these schools had a functioning student teacher program.

Contrasted with these active attempts by the more successful group was the observation that only twenty percent of the less successful schools had a student teacher program operating. Further, sixty percent of this group accepted central office teacher placements with little or no involvement.

All of the more successful principals controlled the teacher selection process through a variety of other means, such as letters of request for a particular teacher directed to the Department of Teacher Personnel, observing day-to-day substitutes and/or interviewing teachers recommended by professional colleagues.

The Truman and Eisenhower principals personally "walk through" the central office with their staff requests. Adams, Arthur, Ford, Wilson, Truman, Hayes and Tyler had a pre-practice program. Both of the two groups of schools relied on the central office to meet day-to-day substitute needs, and only one in each group of schools had its own sub list which was used to fill daily teacher absence vacancies.

Sixty percent of the more successful schools had established dialogue with local training institutions while twenty percent of the less successful had a similar relationship. Only one school (Arthur) wrote job descriptions to assist central office placement personnel to fill requests for assignment to the school.

The difference in the two groups of principals in personally selects staff for program needs resulted in a mean score of 16.4 (of a possible 25) for the more successful schools and 13.1 for the less successful schools, with a t-score of 2.207 which was significant at the .05 level of confidence.

Staff Personnel Task Sub-Area A	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Selects staff for program needs	16.4	13.1	2.207	.05

Sub-Area B: Orientates Staff Members

Eight out of the ten more successful school principals developed staff handbooks for staff orientation. Contrasted

with this group was the observation that four out of ten less successful principals had similar handbooks. Twenty percent of each group had handbooks that were two to five years old.

More successful principals discussed the importance of staff orientation. The Ford principal discussed his good cop/bad cop game that he used for staff orientation. The game revolved around the concept of doing a job efficiently vs. not very well. Staff members role played duties that good teachers are expected to perform followed by examples of poor procedures that should be avoided. The Hoover principal scheduled experienced, highly rated staff members for conference orientation of new staff members. All of the more successful principals utilized auxiliary staff such as the assistant principal, IRIP teacher and adjustment counselor to assist new staff with teaching strategies during their initial assignment days.

Contrasted to the positive efforts of the more successful principals, forty percent of the less successful principals stated that they had no buddy system for their new teachers. New teachers were identified through observations for this study but no auxiliary staff was apparently working with them except at schools previously identified as relatively new administrative assignments (Burr, Pierce) where efforts at improving student achievement levels were underway.

An interesting observation by the assistant principal of the Agnew was that poor staff choices were made by the principal prior to the opening of the school. He stated that her lack of experience with elementary staff needs led to the assignment of teachers who did not know how to teach reading effectively. A district 299 (Chicago) policy allowed her to select 33% of the staff from any school without adhering to transfer restrictions.

All of the more successful schools had efficient staff performance as observed in classroom situations and in common areas. Noise volume was low and pupil control excellent. Less successful schools had higher noise volume in common areas and teaching techniques were observed as only satisfactory. Superior individual teachers were observed at all of the schools but the amount of high quality instructional staff was observed to be lower at less successful schools.

The difference in orientates new staff members by more successful schools in addition to the larger number of inexperienced staff members assigned to less successful schools resulted in the large differential in mean score of 19.9 (out of a possible 25) for the more successful schools and 14.8 for the less successful schools, with a t-score of 4.604, significant at the .01 level of confidence.

Staff Personnel Task Sub-Area B	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Orientates Staff Members	19.9	14.8	4.604	.01

Sub-Area C: Conducts Activities for Staff Improvement

In the crucial area of conducting activities for staff improvement, fifty percent of the more successful principals delegated the responsibility of teacher in-service activities to staff members or committees. The balance of these principals took direct charge of these activities. The teacher primarily involved in in-service was the intensive reading improvement teacher (IRIP). Programs were designed for development of understanding the Continuous Progress Program. Bulletins focused on age cycle/level organization of classes and mastery of reading and math skills.

Examples of carryover into the classroom were the mastery skill class charts and rosters. It was obvious that the more successful principals were giving high priority to classroom carryover from the in-service session to practical application.

IRIP classrooms were storerooms of reading and math ideas, with appropriate materials to assist the teacher to implement professional help into classroom action. The strength of the staff improvement activities for the more successful schools was the mandated morning forty minute in-service program every second week, which served as a base for staff improvement activities. Staff members were grouped into departmental programs where staff sharing was continuously occurring.

In addition, all of the more successful principals verbalized effectively through more informal faculty discussions

during principal/staff conversations. Principal/staff discussion at less successful schools was formal in eight of the ten schools.

Two of the more successful principals (Arthur and Tyler) allowed visits to other schools for in-service activities while none of the less successful principals encouraged this type of staff improvement. The Nixon principal (less successful) thought it was a good idea worth trying.

Excellent professional libraries were established at nineteen of the twenty schools, with the exception of the Fillmore which suffered severe damage because of the library fire during the summer.

The difference in the two groups of principals in conducting activities for staff improvement resulted in a mean score of 19.3 (of a possible 25) for the more successful schools and 16.6 for the less successful schools, with a t-score of 2.581, significant at the .02 level of confidence.

Staff Personnel Task Sub-Area C	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Conducts Activities for Staff Improvement	19.3	16.6	2.581	.02

Sub-Area D: Assesses and Evaluates Staff

Three out of the ten more successful principals developed teacher evaluation instruments with staff assistance while none of the less successful principals involved staff in any form of evaluation instrument development. The principal of Coolidge (less successful) used the instrument man-

dated by the district superintendent. The remainder of both groups used the central office instrument mandated once a year for regular certified teaching staff and twice a year for substitutes working on temporary certificates.

All of the more successful principals were observed to visit more frequently in classroom areas. The high level of classroom appearance reflected this on-going consistent supervision through excellent bulletin boards, classroom climate and level of pupil-exhibited instructional work. An up-to-date classroom appearance brought positive comments from the principal.

Less successful school principals visited classroom areas but seemed more concerned with picking up gum and materials from the floor (Agnew) and closing open classroom doors (Polk). The general level of classroom appearance was lower at less successful schools as evaluated by teaching method, pupil attention, pupil corrected work, and general housekeeping. Papers marked one hundred percent with obvious spelling and grammatical mistakes were displayed on bulletin boards.

All of the twenty principals collected weekly lesson plans. Two of the principals in less successful schools enlisted the help of assistant principals in evaluating the plans. As a total group, the more successful principals emphasized assisting weak teachers to improve while less successful discussed their efforts to issue letters of inefficient performance. One principal (Burr) had issued four notices last

year but professed that they didn't do much good. If they were marked unsatisfactory, they were returned or sent to another school. There was a note of despair in his comments.

One bulletin board at a less successful school (Harding) reflected the limited principal visitation with pupil comments posted which stated that the pupils wished that their principal would visit their room more often.

The more successful principals utilized auxiliary staff for teacher improvement. The IRIP teacher, assistant principal, and school adjustment teacher were heavily involved in the improvement process. The less successful principals tried to have unsatisfactory teachers transferred without making much effort to help teachers improve.

The mean score for the more successful schools in assesses and evaluates staff was 18.8 (out of a possible 25) and 13.8 for the less successful schools, with a t-ratio of 3.626, significant at the .01 level of confidence.

Staff Personnel Task Sub-Area D	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Assesses and Evaluates Staff	18.8	13.8	3.626	.01

Summary

Summarizing the results for the two sampled groups on the staff personnel task, the statistics revealed that the more successful group was more personally involved in selection of staff and not totally reliant on central office

placement. They used a variety of materials to orient staff members through handbooks, bulletins, and staff involvement. Less successful principals focused on transferring poor teachers rather than implementing a strong remediation program. Morale appeared much lower in the less successful schools.

The statistical findings for the staff personnel task as a whole as well as for all sub-areas led to a rejection of the fourth hypothesis.

HYPOTHESIS FIVE

There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the SCHOOL PLANT/FINANCIAL TASK on the Critical Task Observation Schedule developed for this study.

The mean scores, as computed from the observation schedule of the principals' performance on the school plant/financial task, indicated significant differences between the relatively more successful and the relatively less successful schools (see Table IX).

The total mean scores included the accumulated sum of the four sub-areas: involves staff/pupil in school plant utilization, promotes physical environment, prepares budgetary documents and evaluates program outcomes.

The total mean score for the principals of the more successful schools was 80.8 (out of a possible 100) as contrasted with a mean score of 62.6 for principals of the less successful schools. These scores produced a t-score of 4.397 which was significant at the .01 level of confidence. The sub-area means for the more successful principals were 18.0 (involves staff/pupil in school plant utilization), 21.3 (promotes physical environment), 22.2 (prepares budgetary documents) and 19.3 (evaluates program outcomes). For principals of the less successful schools, sub-area means were 14.3 (involves staff/pupil in school plant utilization), 15.4 (promotes physical environment), 17.9 (prepares budgetary documents) and 15.0 (evaluates program outcomes).

TABLE IX

A COMPARATIVE ANALYSIS OF MEAN SCORES ON THE
SCHOOL PLANT/FINANCIAL TASK
OF THE PRINCIPAL'S CRITICAL TASK OBSERVATION SCHEDULE

	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
School Plant/ Financial Total	80.8	62.6	4.397	.01*
<u>School Plant/Financial Sub-Areas:</u>				
A. Involves Staff/Pupil in School Plant Utilization	18.0	14.3	2.494	.05**
B. Promotes Physical Environment	21.3	15.4	3.391	.01
C. Prepares Budgetary Documents	22.2	17.9	3.846	.01
D. Evaluates Program Outcomes	19.3	15.0	3.224	.01

* A t-Ratio of 2.878 is significant at the .01 level of confidence for 18 degrees of freedom.

** A t-Ratio of 2.101 is significant at the .05 level of confidence for 18 degrees of freedom.

The fifth hypothesis was rejected for the total school plant/financial task area.

Sub-Area A: Involves Staff/Pupil in School Plant Utilization

Twenty percent of the more successful principals involved staff in the educational planning and use of the school. The Van Buren principal worked with individual staff members prior to deciding room usage as well as plant use. The principal of the Tyler used the school plant for a club program which included a library and proposed bridge club for the eighth grade. Staff and some student involvement was evident in the placement of the club program.

Approximately the same percentage (twenty percent) of the less successful principals utilized staff participation in educational planning of the school. The Coolidge principal involved the professional problems committee in program planning, and at the Pierce school staff and pupils also worked with the principal within the framework of educational plant use. There was little staff/pupil involvement in school plant utilization at the remaining schools.

Student planning with staff and principal in the area of plant utilization was minimal. Except for occasional bulletin items regarding assemblies and various activity locations, there was little communication provided by both groups of principals relative to the school plant.

More successful schools involved staff and students in ecological development of the school plant. Hayes, Tyler,

Truman and Ford had beautifully landscaped front areas due to the industry of the principal, staff and pupils. The Adams principal had one class painting a mural on a mobile near the front of the school.

Three less successful schools had attractive front areas (Agnew, Burr, and Pierce) primarily due to the efforts of the engineer with little staff or pupil involvement.

All twenty principals involved the staff in materials to be purchased with similar office procedures to be followed.

The difference in the two groups of principals in the area of involves staff/pupil in school plant utilization resulted in a mean score of 18.0 (of a possible 25) for the more successful schools and 14.3 for the less successful schools with a t-score of 2.494, significant at the .05 level of confidence.

School Plant/ Financial Task Sub-Area A	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Involves Staff/Pupil in School Plant Utilization	18.0	14.3	2.494	.05

Sub-Area B: Promotes Physical Environment

The observations related to this area were indicative of wide differentials between the two groups of principals. Using the School Evaluation Checklist (see Appendix D), all of the more successful schools were observed to have an

excellent relationship with their engineers. Seventy percent of these schools had well-manicured outside ground areas with Hayes, Truman and Ford being outstanding. Because of space limitations, the other thirty percent had little or no outside area to develop.

Less successful schools, except for Burr and Pierce, detracted from the appearance of the community, with litter scattered over unkept grounds fronting the school entrance. Burr and Pierce were neat and clean with close-cut lawn areas. Relations between principal and engineer appeared strained at the Agnew, Polk and Fillmore. There were consistent complaints concerning the continuing change of engineer staff among this group, although the school bidding process which caused engineer changes existed with the more successful group also.

None of the more successful schools seemed to have a litter problem, and noticeable graffiti was minimal. It was obvious that strong staff supervision had a positive impact on the interior and exterior areas of the school plant in terms of litter and graffiti control.

Fifty percent of the less successful had serious litter problems particularly on the grounds immediate to the school. Graffiti was much more prevalent indicating gang activity as well as acts of vandalism. The Buchanan, Fillmore, Harding and Polk schools were particularly poor. The Agnew, Burr, and Pierce schools were well-maintained both on the exterior as well as the interior. Recent rehabilitation programs at Burr, Coolidge, Nixon, and Polk

greatly improved the interior but the recent Fillmore rehabilitation program costing \$500,000 was not impressive due to severe pupil vandalism.

Expenditures on landscaping to promote exterior appearance were observed at four of the more successful schools and two of the less successful.

This difference in promotes the physical environment resulted in the large differential in the mean score of 21.3 (out of a possible 25) for the more successful schools and 15.4 for the less successful schools, with a t-score of 3.391, significant at the .01 level of confidence.

School Plant/ Financial Task Sub-Area B	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Promotes Physical Environment	21.3	15.4	3.391	.01

Sub-Area C: Prepares Budgetary Documents

In the area of handling reports by personal or delegated responsibilities with efficiency, all twenty principals handled reports, but it was obvious that use of office staff for report preparation was more effective at all of the more successful schools. More successful principals delegated report preparation to a variety of personnel who included not only the clerks, but the assistant principal, IRIP teacher, adjustment teacher and/or department chairmen.

This delegation resulted in less back-up of reports in addition to reducing the paperwork of the classroom. There was no apparent report preparation by classroom teachers during the instructional periods. There were report schedules on all of the school bulletins. Contrasted with the more successful group, all of the less successful administrative staff and administrators appeared innundated with paperwork. Office staff public relations appeared affected, being especially non-existent at Burr as clerks poured over mountains of paper. Similar situations were observed at Fillmore and Harding.

Efficient filing systems were observed at all of the more successful schools. Requests for a variety of materials were quickly located.

Contrasted with those schools, less successful schools' filing systems appeared poor, notably so, at Agnew, Coolidge and Nixon. Requests for written materials were not easily located and, in some cases, never found at all.

All of the schools involved clerks and administrative assistants in business tasks. More successful schools appeared to be more organized in staff distribution of business tasks with various auxiliary staff members assisting clerks and assistant principals expedite necessary duties. Less successful schools were not as organized (schedules posted) or utilizing extra help such as IRIP, SCR and teacher aides.

Budgeting administrative time was a high concern in

this area. This priority focused on the amount of time efficiently budgeted for administrative responsibilities by the principals.

All of the more successful principals were observed to spend a greater amount of time out of the office area and in instructional and common areas. Less successful principals appeared office-oriented more than seventy percent of the school day, whereas principals at more successful schools spent less than fifty percent of the day in office areas.

All of both groups of schools appeared flexible in terms of adjusting budgets to meet faculty needs for instructional purchases except Garfield (less successful). At Garfield, severe materials problems existed partly because of the relatively recent school opening and the failure of the principal and/or central office to transfer funds or purchase effectively.

The difference in the two groups of principals in prepares budgetary documents resulted in a mean score of 22.2 for the more successful schools and 17.9 for the less successful, with a t-score of 3.846, significant at the .01 level of confidence.

School Plant/ Financial Sub-Area C	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Prepares Budgetary Documents	22.2	17.9	3.846	.01

Sub-Area D: Evaluates Program Outcome

The general level of cleanliness and plant maintenance, while primarily the responsibility of the engineer, is still, ultimately, an area of vital concern to the building principal. At all of the more successful schools, a high standard prevailed.

Rehabilitation programs at six schools made them attractive and functional, with two exceptions. Water damage, caused by poor workmanship and running sinks, caused severe ceiling and wall damage at the Wilson and Van Buren Schools, but principals at those schools were constantly working to correct the problems that ensued. The other rehabilitated schools gave evidence of effective daily monitoring by the building principals. The other four schools were relatively new and kept at a high level of cleanliness by constant administrative supervision.

The less successful schools had mixed evaluations in the area of plant cleanliness. Two were very poor; two were in the process of on-going rehabilitation; two were new and looked very clean; and four had finished or almost finished rehabilitation and were at a high level of appearance.

In evaluating the budgetary requirements of the school, more successful school principals had positive relationships with their district superintendents, whereas less successful principals, particularly Buchanan, Coolidge, Nixon and Polk, indicated pressure from the district level for a variety of reasons. Only one district superintendent was

observed in the school (at Pierce) during the observation period and an obvious good relationship existed between the two administrators.

Evaluation of special programs in terms of productivity and expenditures was observed at five of the more successful schools. This evaluation of expenditure was in the form of pupil growth charts and ESEA program evaluation process. One principal (Eisenhower) was observed working with an ESEA consultant in an effort to make more effective use of the program by reducing costs and increasing teacher skill.

The other four principals were working to improve pupil achievement growth in order to increase productivity in relation to instructional staff costs.

Charting was less observable at the less successful schools. The Burr principal had a pupil growth charting process but that was the only school that the program analysis was observed in operation.

Only one principal shared his performance appraisal plan (PAP) with the observer. The Nixon principal's PAP consisted of a list of objectives concerned with instruction. No mention was made of plant/budget outcomes. There was little to observe in this area for both groups.

Safety was equally of concern to both groups although building and school ground conditions were much better at all of the more successful schools as contrasted to less successful schools. There was no evident lack of safety

awareness for both groups of principals.

The mean score for more successful schools in evaluates program outcomes was 19.3 (out of a possible 25) and 15.0 for the less successful, with a t-ratio of 3.224 which was significant at the .01 level of confidence.

School Plant/ Financial Sub-Area D	More Successful Schools	Less Successful Schools	t- Ratio	Sig. Level
Evaluates Program Outcomes	19.3	15.0	3.224	.01

Summary

Summarizing the results for the two sampled groups on the school plant/financial task, the statistics revealed that the more successful principals promoted physical appearance of the exterior as well as interior of the school plant, leading to reduced maintenance costs. They also managed their administrative time and duties more efficiently which was reflected in more time for supervision of instruction and personnel. Neither group involved staff and pupils in extensive school plant utilization.

HYPOTHESIS SIX

There will be no difference between the scores of principals of relatively high and low achieving schools on the Simpson, Slater and Stake Occupational Characteristics Index Profile.

The mean scores, of the two groups of principals as computed on the twelve clusters of the OCCUPATIONAL CHARACTERISTICS INDEX PROFILE, indicated no significant differences between the relatively more successful and relatively less successful principals (see Table X).

Considering the differences in the observed behavior of the two groups, it is noteworthy that they did not perceive themselves in significantly different ways. For example, the principals of the relatively successful schools were observed to be more creative and to have more leadership qualities than did principals of the less successful schools. On the OCI, however, scores for the two groups on the Innovator cluster and the Leader cluster were virtually identical: 18.325 for the more successful and 17.125 for the less successful group on the Innovator cluster and 16.200 for the more successful and 16.275 for the less successful on the Leader cluster.

It may be that administrators in the Chicago Public Schools share a sense of the "ideal" principal behavior which makes their ability to assess their own actual behavior less than realistic. Each group, for instance, demonstrated a strong preference for the Manager image over that of Innovator and for the Interactionist in preference to Leader. What this finding means essentially is that all of these admini-

TABLE X

A COMPARISON OF THE SCORES OF THE MORE SUCCESSFUL PRINCIPALS ON THE TWELVE CLUSTERS OF THE OCCUPATIONAL CHARACTERISTICS INDEX TO THE SCORES OF THE LESS SUCCESSFUL PRINCIPALS

Clusters	More Successful Principals	Less Successful Principals	t-Ratio
1. Innovator	18.325	17.125	1.082
2. Manager	9.825	10.500	1.006
3. Interactionist	11.775	12.050	.199
4. Leader	16.200	16.275	.004
5. Sage	11.433	9.533	1.460
6. Youthful Aspirer	13.101	15.009	1.507
7. Long Suffering Advisor	12.150	14.200	.413
8. Intellectual	10.150	11.300	.930
9. Inducer	16.900	18.500	1.127
10. Active Originator	17.800	18.000	.158
11. Reasonable Adaptor	15.567	13.708	1.915*
12. Organizational Realist	15.899	17.333	1.549

* significant at the .10 level of confidence

strators preferred to think of themselves as possessing the traits of considerateness, dependability, cooperativeness, fairness and judgment instead of traits of creativeness, imagination, originality, resourcefulness, enthusiasm, forcefulness, verbal fluency and vigor. Since the latter grouping would seem to be more appropriate to success in inner-city schools than the former, it may be assumed that the similarity in scores was due more to a shared value system than to an actual similarity in behavior on the job.

An analysis of the scores on the individual traits of the instrument revealed that in only two of the twenty-one traits were there differences that were significant. Principals of the more successful schools rated themselves as significantly higher in the areas of considerateness (9.7 for the more successful group and 14.1 for the less successful) and verbal fluency (12.7 for the more successful and 18.3 for the less successful group) - (See Table 10A).

A further finding of note was that the more successful principals showed a significant preference in only two of the six clusters: for Manager in preference to Innovator and for Interactionist in preference to Leader. As mentioned above, the less successful group also showed this pattern. In addition, however, they revealed two other significant dominant scores: Sage over Youthful-Aspirer and Reasonable Adaptor over Organizational Realist. An analysis of the traits making up these clusters showed that the less successful group was rejecting the traits of ambition, personal charm and

TABLE XA: SUMMARY OF MEANS AND T-RATIOS OF
PRINCIPALS' SCORES ON THE INDIVIDUAL TRAITS
OF THE OCCUPATIONAL CHARACTERISTICS INDEX

Trait	More Successful Principals	Less Successful Principals	t-Ratio
1. Creativeness	19.2	19.9	.441
2. Imagination	19.5	17.0	2.076*
3. Originality	20.7	20.5	.107
4. Resourcefulness	13.9	11.1	1.617
5. Considerateness	9.7	14.1	2.481**
6. Dependability	10.7	9.2	.354
7. Fairness	11.2	10.3	.501
8. Judgment	8.1	8.3	.216
9. Cooperativeness	14.7	14.4	.123
10. Enthusiasm	17.7	16.0	.804
11. Forcefulness	16.3	15.9	.152
12. Verbal Fluency	12.7	18.3	2.636***
13. Vigor	18.5	15.7	1.314
14. Emotional Stability	13.1	9.1	1.940*
15. Self Control	13.1	11.7	.620
16. Knowledge of Subject Matter	12.2	14.3	.937
17. Ambition	19.0	22.4	1.330
18. Patience	14.6	15.6	.350
19. Personal Charm	17.6	20.4	1.324
20. Persuasiveness	16.2	16.6	.276
21. Flexibility	16.0	14.7	.779

* significant at the .10 level of confidence

** significant at the .05 level of confidence

*** significant at the .02 level of confidence

knowledge of subject matter to a greater degree than were the more successful principals. (See Tables XB and XC).

More revealing than the few differences was the similarity between the two groups. Three of the four traits most strongly rejected by each group were creativeness, originality and ambition. Three of the four traits most highly valued by each group were dependability, judgment and fairness. Although the behavior of the two groups was markedly different as measured by the Critical Task Observation Schedule, their perceptions of their own professional qualities was remarkably similar.

Summary

Because there were no obtained significant differences on the clusters of the Occupational Characteristics Index, the sixth hypothesis is accepted.

TABLE XB: AN ANALYSIS OF THE SCORES OF THE
MORE SUCCESSFUL PRINCIPALS ON THE BI-POLAR
CLUSTERS OF THE OCCUPATIONAL
CHARACTERISTICS INDEX

Clusters	Mean Scores	t-Ratio
1. Innovator	18.325	
Manager	9.825	9.208****
2. Interactionist	11.775	
Leader	16.200	2.998****
3. Sage	11.433	
Youthful Aspirer	13.101	1.087
4. Long Suffering Advisor	12.150	
Intellectual	10.150	1.363
5. Inducer	16.900	
Active Originator	17.800	.673
6. Reasonable Adaptor	15.567	
Organizational Realist	15.899	.376

**** significant at the .01 level of confidence

TABLE XC: AN ANALYSIS OF THE SCORES OF THE
LESS SUCCESSFUL PRINCIPALS ON THE BI-POLAR
CLUSTERS OF THE OCCUPATIONAL
CHARACTERISTICS INDEX

Clusters	Mean Scores	t-Ratio
1. Innovator	17.125	
Manager	10.500	7.261****
2. Interactionist	12.050	
Leader	16.275	2.916****
3. Sage	9.533	
Youthful Aspirer	15.009	5.642****
4. Long Suffering Advisor	14.200	
Intellectual	11.300	1.721
5. Inducer	18.500	
Active Originator	18.000	.370
6. Reasonable Adaptor	13.708	
Organizational Realist	17.333	3.589****

**** significant at the .01 level of confidence

Summary

The purpose of this chapter was to determine statistically and analytically whether there were any significant differences in performance of designated critical tasks as well as perceived traits and characteristics existing between the relatively more successful and relatively less successful principals in this study.

Summarizing the results for the sampled groups, the findings revealed that more successful principals were more involved in assessing programs and developing staff awareness of programs needs. The instructional task hypothesis was rejected.

Although both groups were involved in handling pupil involvement in educational planning and aware of student rights, there was a significant difference between both groups in performing the pupil personnel task resulting in a rejection of the second hypothesis.

In addition, more successful principals were more adept at handling communication while providing community leadership within the community relations task. The statistical findings led to a rejection of the third hypothesis.

The fourth hypothesis was rejected as the data revealed that more successful principals were more personally involved in staff selection and providing materials for effective staff orientation within the staff personnel task. Morale appeared much lower at less successful schools.

The fifth hypothesis focused on school plant/financial

task performance. Data revealed more successful principals promoted higher levels of physical appearance of the exterior school plant as well as the interior area. They also budgeted their time better which led to more time for classroom supervision. The school plant/financial task hypothesis was rejected.

Finally, the sixth hypothesis was accepted as the data revealed that there were limited differences in trait and characteristic perceptions between the two groups of principals.

Summing up the findings, the statistics led to rejection of the first five hypotheses and acceptance of hypothesis six.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

I. SUMMARY

The main purpose of this study was to investigate, through multi-comparative and analytical observations, the functional and leadership role of the principals from selected inner-city elementary schools of District 299 (Chicago) as they performed specific critical tasks. The second purpose of the study was to determine whether or not dominant occupational characteristic differentials existed among the principals and to identify those occupational characteristics, if they did exist.

The sampled population consisted of twenty principals employed by District 299 (Chicago) and assigned as principals to inner-city elementary schools eligible for Title I funding and organized as K-8 schools. The twenty principals were divided into two groups, designated relatively more successful and relatively less successful on the basis of a combined school reading achievement quotient (AQ) devised for the study.

Each of the twenty principals initially completed the Simpson, Slater and Stake Occupational Characteristics Index profile. The instrument is designed to rate twenty-one basic characteristics that comprise twelve variables which are combined to form six bipolar clusters.

In addition, each principal was interviewed and asked to complete a demographic summary data sheet which collected

basic information concerning age, training, teaching experience, administrative experience, number of principalships, and other related information.

Each school was visited a minimum of two times with an average of three visits for the entire twenty schools over a three month period. The total number of observation days was approximately sixty. An average of two and one half hours of time was utilized each visit for the collection of the data for a total of approximately one hundred and fifty hours of observation.

Evaluations of the community and exterior of the school and grounds were followed by direct observations of the twenty principals as they performed their daily tasks, using the Critical Task Observation Schedule developed for the study. The schedule focused on the administration and supervision task areas of instruction, pupil personnel, community relations, staff personnel and school plant/finance. Two of the principals in the relatively less successful groups were transferred during the observation period as part of District 299's (Chicago) staff desegregation plan. Their ratings had proceeded far enough for them to be included in the compilation and analysis of the data.

The computations of the data were hand scored. Statistical analysis of the data was made by comparing the mean scores of the two groups in relation to a t-score for: 1. each critical task area as a whole, 2. on the various sub-areas individually, 3. as well as each characteristic and cluster on the Occupational Characteristic Index. All of these t-scores were analyzed and interpreted.

II. CONCLUSIONS

A. Demographic Data

The demographic information sheet revealed that of the ten principals in the relatively more successful schools, eight were male and two female; eight were non-minority and two were minority. The ten principals in the relatively less successful schools included six males and four females; seven were non-minority and three were minority. These differences were not statistically significant.

The average age of the relatively more successful principals was 52.5, while the average age of the relatively less successful group was 48.5, with a range for the first group of 42 to 62 years and for the second group from 37 to 62 years. These differences were not statistically significant.

Relatively more successful principals were slightly more experienced, with an average of 11.9 years as a principal as compared to 9.0 years for the relatively less successful group. This difference again was not statistically significant.

An interesting finding was the difference in the number of years at their present school. The more successful group had been at their present school an average of 11.40 years as compared to an average of 6.75 years for the less successful significant at the .10 level of confidence. The longer period of assignment to the same school by the more successful principals indicates community approval of their performance. The less successful principals shorter present school tenure indicates greater turnover due to community, administrative or personal dissatisfaction with the adminis-

tration and supervision of the school.

Only three principals in the less successful schools had been at their school for more than five years while nine of the more successful principals had been at their present school for more than five years, a finding which was significant at the .01 level of confidence. Also, eight of the ten more successful principals had been appointed prior to the board policy of community involvement in principal selection, while eight of the ten less successful principals were nominated by community advisory boards and therefore had a shorter total time in the school.

All of the principals had a bachelor's and master's degree, and eight from each group had thirty-six hours of advance study beyond the master's degree, indicative of no difference between the two groups.

Another factor which was not significant was that four of the more successful had been assistant principals prior to their assignment while three of the less successful had assistant principalship experience.

Summarizing this section, the demographic data revealed that there was no significant difference between both groups in relation to racial origin or sex. The average age of both groups was similar with the relatively more successful principals averaging 52.5 years and the relatively less successful 48.5.

There was possible significance (.10) in the area of number of years at their present schools (11.4 years for the

more successful versus 6.75 for the less successful). Length of time in their present assignment was more significant (.01) with nine of the more successful group at their present school more than five years and only three of the less successful being assigned to the present school more than five years. Educational background and assistant principalship experience were not significant.

B. Data obtained from observations and the Occupational Characteristics Index

Careful analysis of the observations of both groups on the critical task schedule and Occupational Characteristics Index relative to the six hypotheses will indicate the differences between the two groups of principals who administer ESEA Title I eligible elementary schools in District 299 (Chicago) in the State of Illinois.

Hypothesis One (Instructional Task)

There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the INSTRUCTIONAL TASK on the Critical Task Observation Schedule developed for this study.

1. Principals of the relatively more successful schools were significantly more (.01 level of confidence) involved in the assessment process. They utilized both formal and informal systems approaches to assessment with master pupil files, item analysis sheets, longitudinal charts and pupil program progress charts all part of the assessment process in addition to the central office ESEA forms.

Principals of less successful schools were more involved in administrative duties which limited time for any

assessment process. In one case, assessment was described as a "waste of time." One-half of this group had no observed assessment process while the other half limited the process with little or no staff or parent involvement.

2. Principals of the relatively more successful schools involved staff and parents to a greater degree in planning program improvements, through ESEA parent committees, class participation (i.e. child parent programs), staff-parent committees, publisher workshops, and professional conventions in addition to extra-curricular program development. They met with staff and parents more often to plan and develop regular curriculum programs as well as instructional enrichment. There was greater stress on innovative program development which led to increased pupil attendance, more positive school climate, greater pupil self discipline and higher interest levels in the instructional process.

3. Creative approaches to the development of school organization by more successful principals was evidenced by innovative organization patterns termed pods, team teaching and/or age cycle/continuous progress levels. Team sizes ranged from two to eight with administrative decisions arrived at by staff leadership to encourage the implementation of program improvements from within the faculty and not only from the top. McGregor Theory Y leadership was more evident at the relatively successful schools whereas Theory X prevailed at the less successful. Directions at the more successful schools were communicated effectively through a variety of media including bulletins, verbal directions and inter-com-

munication systems. More successful schools had developed and implemented a significant variety of positive alternative programs.

Less successful principals were observed to be traditional with no indication of innovative organizational patterns. Classroom space was poorly assigned by the principals in some instances and in some cases classes were placed in rooms more suited for custodial storage areas. There was an observed lack of "looking ahead" to develop alternatives directed toward program implementation and success. Some schools in this group, had numerous empty rooms with no apparent programs which would utilize these rooms to improve instruction.

4. Principals at the more successful schools used data sheets, history and record cards as well as pupil test scores to evaluate program change effectively while principals at the less successful schools appeared mired in management detail and paper work. Whereas the more successful principals were involved in program evaluation through class continuous progress rosters and test data, less successful principals complained about poor teaching, overcrowding, vandalism as well as such minor problems as open classroom doors. Principals at the less successful schools seemed to have done little concrete planning to correct problems such as proposal development, and far less classroom instructional monitoring, with little if any staff or parental involvement in evaluation.

5. Differences between the two groups on all of the four sub-areas of the instructional task as well as the total score

were computed as significant at the .01 level of confidence, thus the null hypothesis was rejected.

Hypothesis Two (Pupil Personnel Task)

There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the PUPIL PERSONNEL TASK on the Critical Task Observation Schedule developed for this study.

1. The amount of pupil contact as well as the quality of the contact was significantly higher for the more successful principals. Their greater ability to understand today's pupil was further evidenced by the higher use of first names and immediate recognition factor by the relatively successful group. In addition there was more student code development activity as well as a high degree of pupil self discipline. Contrasted to the successful group was the greater number of pupil fights, higher noise level, unauthorized pupil movement and vandalism seemingly unchecked by less successful principals.

2. Neither group of principals involved pupils in educational planning to a significant degree. Individual principals in each group had some pupil involvement but as a group, the relatively successful and less successful were similar. Both groups had student councils operating but the principal was not an obvious leader in any program which could result in program development or change through pupil input.

3. The use of a multi-staff guidance and pupil personnel system centered around the classroom teacher was highly developed at the more successful schools. Pupil personnel programs were observed more often with such personnel as assistant principal, adjustment teacher, social worker, and special education teacher assisting the principal in staffing situations.

Because there were many fewer discipline problems at the more successful schools less administrative time had to be spent in conferences. There was a general atmosphere of resignation to the many pupil discipline problems at the less successful schools which resulted in a significant difference in this sub-area.

4. Communication about student rights was observed as low priority at both groups of schools. No written bulletins discussed student rights to staff or parent. Only one principal (less successful) mentioned a court case during the observation period. There was no significant difference in this area.

5. Summarizing the statistical findings of the second hypothesis, the more successful principals appeared to understand today's pupils significantly better as well as develop and lead guidance and pupil personnel services. Both groups were observed to be similar in pupil involvement in educational planning as well as awareness of student rights. The direction of the statistics for the pupil personnel task area as a whole led to a rejection of the null hypothesis at the .01 level of confidence.

Hypothesis Three (Community Relations Task)

There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the COMMUNITY RELATIONS TASK on the Critical Task Observation Schedule developed for this study.

1. All of the more successful principals displayed communication and interaction skills with parents and community

members to a significantly greater degree than did the less successful principals. These skills were enhanced by the greater degree of informality exhibited by the more successful group. Their innovative use of interaction vehicles such as mothers' clubs and parlor coffees played a part in their communication success as did their obvious high speech articulation skills and patterns. The less successful principals by comparison were observed as more formal in their speech and demeanor. The majority of them were rated average and below average on the Principal's Subjective Evaluation Index of the Critical Task Observation Schedule on informality.

2. The greater amount of communication media utilized by the successful group led to superior information exchange with regard to recent societal issues by the community and school. Serious problems of overcrowding, housing needs, school additions, recreational development, parent extended-educational opportunities and street paving were solved more efficiently by the relatively successful group while less successful principals performed as if the problem would go away if discussion were limited.

3. Catchy slogans, attractive bulletin boards, wise school use of community residents by successful principal direction along with in-service activities established a significant difference in the area of community relations enhancement between the two groups. Successful principals were observed to be public relation experts while less successful utilized the "let sleeping communities remain sleeping" approach to community relations.

4. The area of community leadership competencies was more similar between the two groups. This anachranism was probably caused by all of the school communities being void of strong, effective leadership. There was little community participation except in one school where a severe boycott subsequently developed. In general, both groups of principals enjoyed the respect of their communities, although further study in this area is suggested.

5. Summarizing the results of community relations task, the statistics revealed that more successful principals were more adept at the wide use of communication vehicles in addition to displaying more knowledge of community issues and problems. Although there were similarities in leadership competencies, the statistical differences as a whole led to a rejection of the third null hypothesis at the .01 level of confidence.

Hypothesis Four (Staff Personnel Task)

There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the STAFF PERSONNEL TASK on the Critical Task Observation Schedule developed for this study.

1. The majority of successful principals made personal attempts to select staff for program needs whereas sixty percent of the less successful principals relied on central office assignments with little or no local input. Further, fifty percent of the more successful principals had operating student teacher programs in which student teachers were observed and interviewed as contrasted to twenty percent of the less successful group that initiated a similar program.

The difference in the two groups in the area of personally selecting staff was significant at the .05 level of confidence.

2. Eight out of ten successful schools had staff handbooks to assist in orientation of new faculty as contrasted to four of the less successful. Buddy systems, use of auxiliary staff and other staff orientation processes were utilized to enhance the blending of new with the experienced. The lack of a variety of methods to assimilate new staff by the less successful principals revealed the difference between the two groups.

3. Carryover from activities for staff improvement was observed to have affected classroom productivity in the more successful schools due to extensive use of auxiliary staff such as the intensive reading improvement teacher, adjustment teacher, district level staff as well as administrative leadership. This carryover was reflected in the classroom through skill mastery charts, continuous progress charts, and the level of classroom pupil displayed written activities. The forty minute morning in-service focused on reading activities to a higher degree in the successful group. The intensive reading improvement program (IRIP) classrooms developed through the principals direction were storerooms for a wealth of activities and materials to implement professional help into classroom action in successful schools which made this sub-area significant also. Less successful principals did not involve staff in staff improvement activities

to a great degree. Staff involvement seemed limited to the IRIP teacher with the balance of staff participation limited to listening and rarely interchanging ideas.

4. The significant difference in the sub-area of staff assessment and evaluation was in the type of classroom visitation each group of principals exhibited. The more successful principals evaluated teacher instruction through extensive visitation which focused on staff and class improvement versus the less successful group who spent time closing doors and picking up litter. The difference was observed in terms of a better level of classroom discipline, more attractive bulletin boards, "corrected papers" without pupil errors and teachers instructing pupils. The general level of classroom appearance in the less successful schools was lower, with general housekeeping poor and bulletin boards with papers marked one hundred percent despite obvious spelling errors. The more successful principals utilized auxiliary staff more effectively in the evaluation process through lesson planning and activity preparation. Less successful principals evaluated in terms of teacher dismissal whereas more successful principals focused on remediation.

5. The statistics revealed that in the total area of staff personnel, more successful principals used a variety of materials to orient their new staff members, were significantly more involved in staff selection, stressed remediation rather than dismissal and developed better levels of classroom discipline. The statistical findings for the

total staff personnel task led to a rejection of the fourth null hypothesis at the .01 level of confidence.

Hypothesis Five (School Plant/Financial Task)

There will be no difference between the scores of principals of relatively high and low achieving schools in the observed performance of the SCHOOL PLANT/FINANCIAL TASK on the Critical Task Observation Schedule developed for this study.

1. The significant element of the staff/pupil school plant utilization was in the principal directed ecological development of the school plant. The more successful principals involved staff and pupils in the landscaping process, particularly front areas of the school. Pupils painted murals on mobiles, planted trees and shrubbery and discussed the aesthetic aspect of the school plant. Principals at the less successful schools minimally discussed or involved staff and pupils in this process.

2. Differences in promoting physical environment were startling in terms of the physical appearance of more successful schools as contrasted with the less successful. The beautification policy of the successful group was initiated by the principal and included engineer, staff and pupils working together on well-kept lawns and grounds, limiting graffiti and reducing litter to negligible levels. Less successful schools had exterior areas that were unsightly. Recent rehabilitation improved interior areas of some less successful schools but one school has virtually returned to a shabby, run-down appearance three years after rehabilitation.

3. More successful principals were more adept at

delegating document and report preparation which led to better efficiency and personnel satisfaction. Reports were completed on time and filed efficiently, leaving time for supervisory tasks at more successful schools, whereas less successful schools appeared mired in paperwork, leading to poor public realtions by clerical staff as well as low efficiency.

4. Finally, evaluating program outcomes in relation to school plant maintenance could be best described by the observed higher level of sustaining rehabilitation programs at more successful schools. More successful schools were kept at high levels when the program was completed whereas less successful schools demonstrated the impact of poorer principal supervision of the school plant. One school had reduced an extensive rehabilitation program to pre-rehab status through a lack of principal directed staff supervision of pupils. Staff and pupil productivity were observed to be higher in more successful schools. This difference was evaluated in terms of pupil growth charts in continuous progress and other bulletin board displays of pupil work. The significant difference in this area was highlighted by reduced maintenance costs for more successful schools due to no need for expenditures because of an observed absence of pupil vandalism.

5. More successful principals promoted physical appearance of the exterior as well as the interior of the school plant by verbal and written directives, leading to reduced maintenance costs. They also managed administrative duties more efficiently which increased supervision of instruction

and personnel time. The fifth null hypothesis was rejected at the .01 level of confidence.

Hypothesis Six (Occupational Characteristics Index Profile)

There will be no difference between the scores of principals of relatively high and low achieving schools on the Simpson, Slater and Stake Occupational Characteristics Index Profile.

1. More successful and less successful principals scores on the twelve clusters of the Occupational Characteristics Index were similar and not statistically significant.

2. Scores of both groups of principals were similar and not significant on eighteen of the individual traits of the Occupational Characteristics Index. The exceptions were that more successful principals ranked verbal fluency (.02 level of confidence) and considerateness (.05 level of confidence) significantly higher than less successful principals.

3. Contrary to expectations, the data collected by the Occupational Characteristics Index (OCI) was not particularly productive and in some cases contrasted negatively to the principals' observation data. It would appear that principals were the poorest possible self judges of their own strengths and weaknesses. For this reason, these data were not analyzed in further detail. It appeared that the principals in the study used a system value standard rather than objectivity to perceive their traits and characteristics. There being no significant differences between the two groups on the clusters of the Occupational Characteristics Index, the sixth null hypothesis is accepted.

Principal's Subjective Evaluative Index

1. The Principal's Subjective Evaluation Index total score was significant at the .01 level of confidence. The total score was derived from a rating of one to five on five areas (visibility, informality, vitality, written communication and verbal communication). Three areas were not significant (visibility, vitality, and written communication). One area (verbal communication) was possibly significant (.10 level of confidence). Informality was significant at the .05 level of confidence. The direction of the scores led to a total mean score which was significant (.01). It was concluded that although less successful principals had similar levels of competence in visibility, vitality, written and verbal communication, the more successful principal's informality skill established a human climate which led to successful functional leadership.

GENERAL CONCLUSIONS OF THE STUDY

1. The principal is fundamental to the overall improvement of learning and success of the school.

2. There are behaviors that principals of relatively successful schools exhibit that differentiate them from principals of relatively less successful schools in the performance of critical task areas.

3. Principals of relatively successful schools perceived themselves more in terms of conservative system wide values but in reality they were observed to be more creative, imaginative and innovative than principals of relatively less

successful schools.

4. Principals in relatively successful schools were observed to hold themselves to an overall higher standard of excellence than principals of relatively less successful schools.

5. The problems in ESEA schools were observed to be related to the principal's performance in delivery of services and not related to curriculum and program selection.

III. RECOMMENDATIONS

As a result of this study, recommendations pertaining to the functional and leadership role of principals in the area of critical task performance are presented below.

For Supervisors of Principals

1. Develop and implement an observation schedule which will focus on the following tasks determined to be critical to meeting the objectives of the school district: instruction; staff selection and supervision; pupil personnel; community relations; plant improvement and maintenance; budget and finance.

2. Initiate staff discussion related to remediating and improving principal deficiencies in critical task performance.

3. Develop an achievement quotient (AQ) ranking of schools based on pupil achievement in relation to the poverty level of the school, and such other factors as may be seen germane to the school district.

4. Implement the achievement quotient (AQ) ranking on a year-to-year basis as an evaluation tool to determine local school instructional productivity. Individual school productivity could be charted and principals alerted to look for factors which could affect pupil achievement. Merit pay could be granted on the basis of such objective, hard data criteria.

5. Assist local school in-house evaluation processes using productivity factors such as the A.Q., student attendance rates, amount of extra-curricular programs, staff

stability and other measures as may be relevant to evaluation of principals.

6. Develop a variety of alternative program assessment procedures for effective determination of instructional program needs.

7. Initiate studies on the effect of closed campus (see page 102) on skill subject instructional effectiveness.

8. Involve principals more directly in staff selection through agreed upon teacher personnel/union contract procedures.

9. Evaluate principal-directed organization of the instructional day and the effect of varying amounts of reading and mathematics instruction time on pupil achievement.

For Local School Principals Relative to the Critical Task Study

The study focus on critical task performance indicated that relatively more successful principals displayed particular behaviors in the five task areas which resulted in a significantly (.01) higher level of performance as contrasted to the relatively less successful principals. The following recommendations were made with successful performance of critical tasks as a guide. They were presented as suggestions for principals to include in their personal administration and supervision strategies.

Instructional Task

1. Develop a systematic approach to on-going formal program assessment, including longitudinal or program productivity charts, continuous progress rosters and/or individual test data master files which will act as early warning

signals for changes related to pupil and program needs.

2. Involve staff, pupils and parents in program planning and implementation on a regular basis through workshops which focus on continuous curriculum and program development, planning for overcrowding, and reviewing available classroom space.

3. Develop a systematic approach to on-going evaluation of programs, using data sheets as well as pupil history and record cards. The information thus obtained should give impetus to proposal development leading to needed change in addition to making possible pertinent decisions about existing programs.

Pupil Personnel Task

1. Involve staff and pupils in on-going student government and citizenship development through student councils and pupil/staff committees. The process would increase principal visibility in addition to the development of pupil self discipline and responsibility.

2. Develop a multi-staff guidance program and establish a regular staffing procedure including various local and district personnel. The multi-staff guidance program should be assigned office space by the principal in a centrally located area easily accessible to students, classroom teachers and guidance personnel. A school-wide referral system should be developed cooperatively under administrative leadership to facilitate the program.

3. Implement an aggressive program designed to improve

and maintain high pupil attendance by using a preventative as well as a remediation approach to pupil truancy and absences. Principals should promote extensive extra-curricular activities which will encourage pupils to attend school regularly. An absence referral system including parent letters should be included along with class and individual awards for excellent school attendance.

Community Relations Task

1. Develop a multi-media communication system to inform pupils, parents and staff about the schedule of events and programs as well as student rights and responsibilities. Principals should prepare and distribute on a regular basis a variety of communication vehicles such as faculty bulletins, parent newsletters, local newspaper articles, flyers, posters and bulletin boards.

2. Include community in a public relations in-service program, with parent/staff workshops using community resource personnel to promote public relation methods and interaction skills. These methods should include the forming of parent councils and the use of school community representatives as well as personal development of verbal and written skills. Valuable special events are open house days, special education days, art fairs and assemblies.

3. Develop an on-going community survey process to foster awareness of social and school issues, which would also inform the principal as to community as well as school needs and problems. Use these surveys as a basis of an action

plan to help resolve community and school problems.

Staff Personnel Task

1. Make every effort personally to select staff for the instructional program. Principals should establish individual school substitute lists and evaluate these subs over an extensive period of time for permanent assignment. Student teacher programs should be requested through district and teacher training personnel. These student teachers could provide a personnel pool for the school for whom the principal could write formal letters of placement requests.

2. Establish a staff/administration committee to develop and update yearly a staff handbook to be used for teacher orientation as well as to acquaint teachers with school procedures.

3. Utilize faculty/administrative personnel for the development of on-going staff development in-service and evaluation. The intensive reading improvement teacher and guidance personnel should be given leadership roles in this program.

School Plant/Financial Task

1. Involve staff, pupils and parents in plant utilization for educational use.

2. Involve staff and pupils to enhance and maintain the physical plant appearance. Principals should use the extra-curricular program to promote ecology and environmental education clubs, with slogans, bulletin boards, planting and landscaping tasks all part of this activity.

3. Delegate responsibility wherever possible to various

staff members in the preparation of school documents and reports. Principals should develop report schedules as well as staff responsibility lists. This procedure will facilitate report preparation as well as promote staff leadership potential.

For Local School Principal Relative to General Considerations

1. Design and implement a productivity/cost analysis system based on the achievement quotient concept (AQ).

2. Evaluate personal verbal and written communication skills.

3. Evaluate personal public relations ability in terms of formality/informality with personal improvement initiated if needed.

4. Evaluate personal visibility in common and classroom areas as a reminder to schedule appropriate periods of day for supervision as well as administration duties.

5. Evaluate personal vitality level for health reasons as well as professional performance of daily activities.

For the Graduate Schools of Administration and Supervision

1. Initiate research studies designed to identify aspects of principal personal behavior related to high student achievement. The studies should focus on the principals' verbal and communication skills and such personal characteristics as formality/informality and vitality level as related to school and community climate as well as public relations.

2. Design and implement courses at the graduate level in administration and supervision relating principal behavior

and improved pupil achievement. Possible courses could be organized around the five critical task areas with specific strategies identified with successful performance taught and explained.

3. Provide in-service programs to local school districts (i.e. administrative university) designed to relate critical tasks and principal behavior.

4. Be a catalyst in urban school systems for developing new administrative leadership through internship programs as well as developing a systems approach to critical task awareness.

5. Provide conference and workshop resources through university staff involvement directed toward providing innovative strategies in tune with today's society.

6. Establish the concept of business manager firmly as a separate leadership role in urban schools, which would enhance the principals' ability to supervise and be more visible throughout the school and community. The principal would thus assume more the role of a supervisor and less a business administrator.

7. Develop programs designed to prepare principals as on-going researchers as well as administrators. Principals have to determine what programs to keep or change and how to make administrative decisions based on objective data.

8. Develop and implement a course focusing on political process of administration and supervision. The principal cannot delude himself into believing that the welfare of his school is not involved in political process. "Practical

politics for principals" could be a useful course design.

For Further Study

1. Researchers should replicate this study with the following modifications:

a. Use a team of observers making blind observations and pooling their findings to reduce possible weakness of subjectivity due to one observer. The observers would not know in advance whether the school and principal they were visiting was part of the successful or unsuccessful group.

b. Conduct the study in a non-minority setting comparing relatively more and less successful groups, utilizing the achievement quotient concept. Suburban districts would be an ideal experimental area for the study, as long as school organization, race of students, per pupil expenditures and poverty percentage figures were held constant. All non-minority schools in Chicago could also be used in the study, as could predominantly Spanish-speaking schools. Findings could be compared to the data of this study, with special attention paid to those principal behaviors which seem to be important regardless of race, native language, or poverty level of the students.

2. Researchers should study the effect of closed campus (see page 102) on achievement since amount of skill development/instructional time is reduced. The literature indicates that ESEA funded schools should increase skill instructional time, but supervision of lunch periods in the closed campus schools has decreased the school day due to

teacher contract obligations.

3. Researchers should design a study to identify additional critical tasks which may be directly related to pupil achievement in ESEA Title I schools. Such tasks could expand on the areas identified in this study or relate to such additional areas as relations with immediate supervisors and peers, ability to deal effectively with the central office, and such other areas as may be deemed relevant to a principal's duties.

4. Researchers should investigate factors other than leadership behaviors in high A.Q. schools that could also be related to high pupil achievement, such as faculty and community characteristics, community history and mobility, school utilization, school size and/or organization, number and nature of other community institutions, and other relevant topics.

ESEA Title I funds have been poured into program and material initiatives designed to improve achievement levels for eligible students. In all schools, not only ESEA schools, expenditures have been soaring while outcomes are increasingly seen as disappointing. A careful evaluation of exactly which principal behaviors are related to greater-than-average pupil achievement could eventually pay off in increased productivity as well as enhanced human development.

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APPENDIX A

Achievement Quotient Guide*

1975

Mean Reading Score		Mean Reading Score	
<u>Rank</u>	<u>Age Cycle 11</u>	<u>Rank</u>	<u>Age Cycle 13</u>
1-9	4.0	1-9	4.9
10-23	4.1	10-40	5.0
24-153	4.3	41-117	5.4
154-179	4.6	118-153	5.6
		154-179	6.0

1976

1-15	4.2	1-15	5.2
16-27	4.3	16-184	6.0
28-38	4.6		
39-184	4.7		

* The achievement quotient is determined by dividing the actual reading score for a given school by the mean score for similar schools in terms of percent of poverty students and multiplying the answer by 100. The above table indicates the scores used as denominators for schools at the various poverty levels. For example, schools ranked from one through nine at age cycle 11, a score of 4.0 was used as the denominator. If a given school at this rank had a median score of 4.0, the A.Q. is determined as follows: 4.0 divided by 4.0 equals 1 times 100 equals an A.Q. of 100. On the other hand, if the school is ranked from 154 to 179 and the reading achievement score was 4.0, the A.Q. would be lower because 4.6 would be used as a denominator as follows: 4.0 divided by 4.6 equals .87 times 100 equals an A.Q. of 87.

APPENDIX B

PRINCIPAL'S
CRITICAL TASK OBSERVATION
SCHEDULE

Legend

D.O. = Rating Obtained by Direct Observation

I.O. = Rating Obtained by Inferred Observation

Q.R.I. = Rating Obtained by Question Response Input

Performance Level

- | | |
|---------------|---|
| 1 = Poor | - The performance of the task by the principal is with minimal effort and almost never on his/her part. |
| 2 = Fair | - The performance of the task by the principal is with little effort and sometimes on his/her part. |
| 3 = Average | - The performance of the task by the principal is average effort and frequency on his/her part. |
| 4 = Excellent | - The performance of the task by the principal is with considerable effort and well on his/her part. |
| 5 = Superior | - The performance of the task by the principal is with extra effort and very well on his/her part. |

Principal's Critical Task Observation Schedule

I. Instructional Task

Check Observa-
tion Method

ITA Assesses

Check Performance Level

[illegible]

1. Conducts personal reading program needs assessment.
2. Involves staff in process of assessing reading program needs.
3. Involves parents and community in reading needs assessment process.
4. Uses some form of guide in assessment process.
5. Relates student mobility to reading program needs assessment.

ITA Sub Score

ITB Plans Program Improvements

6. Observes exemplary reading programs and/or utilizes professional literature to plan reading program improvements.
7. Stresses proposal planning toward the improvement of basic skills.
8. Uses standardized test results to plan program improvements.
9. Involves staff and community in planning program improvements.
10. Allocates maximum time periods for reading and math programs.

ITB Sub Score

ITC Implements Program Improvements

11. Creatively implements basic programs based on high priority student needs.
12. Implements programs based on high pupil interests (i.e., band, art, physical ed.).

[illegible]

Critical Task Observation Schedule
(continued)

[illegible][illegible]

13. Prepares staff through meetings with verbal and written directions prior to program implementation.
14. Effectively utilizes school plant for program implementation.
15. Demonstrates flexibility when implementing programs and changes.

ITC Sub Score

· ITD Evaluates of Program Change

16. Bases evaluation on personal observation and written reports.
17. Evaluates program changes in terms of basic skill improvement.
18. Involves staff in evaluation of program changes.
19. Places heavy emphasis on reading and math test scores in evaluating program changes.
20. Determines success of programs in relation to high interest curriculum areas (i.e., music, art, physical education).

ITD Sub Score

Instructional Task Total

II. Pupil Personnel Task

PTA Understands Today's Pupil

21. Applies student code rules fairly.
22. Involves parents while solving pupil discipline problems.
23. Exhibits leadership behavior when supervising pupils.

Critical Task Observation Schedule
(continued)

[illegible]

24. Exhibits high visibility in pupil common areas.
25. Demonstrates a warm, respectful relationship with students.

PTA Sub Score

PTB Involves Pupil in Educational Planning

26. Initiates and supports a student government council.
27. Involves staff members in student council.
28. Meets with students to discuss program issues.
29. Continues dialogue with pupil group through communication system.
30. Involves pupils in extra-curricular planning.

PTB Sub Score

PTC Provides Guidance and Pupil Personnel Services

31. Gives leadership to guidance and pupil services formation and development.
32. Has active referral and staffing system in operation.
33. Supervises special classes through periodic visits.
34. Involves parents and staff in conferences related to pupil needs.
35. Carries out aggressive program to improve student attendance.

PTC Sub Score

[illegible]

Critical Task Observation Schedule
(continued)

[illegible]

Critical Task Observation Schedule
(continued)

[illegible]

59. Informs local groups about school programs and objectives.
60. Surveys formally community opinion concerning school programs.

CTD Sub Score _____

Community Relations Task Total_____

IV. Staff Personnel Task

STA Selects Staff for Program Needs

61. Selects personally new staff members for program vacancies.
62. Develops and continues viable student-teacher program.
63. Directs filling of day-to-day substitute needs so that needs are met.
64. Develops dialogue with local teacher training schools concerning staff needs.
65. Writes job description for staff vacancies.

STA Sub Score _____

STB Orientates Staff Members

66. Uses principal-developed handbook for orientation.
67. Schedules conferences with new staff members to discuss school program.
68. Arranges meeting with new and present staff members to discuss school program.
69. Arranges buddy partnership between new and present staff members.

[illegible]

Critical Task Observation Schedule
(continued)

[illegible]

70. Determines which new teachers need additional help.

STB Sub Score:

STC Conducts Activities for Staff Improvement

71. Involves staff in in-service program structure and scheduling.
72. Motivates staff at in-service meetings.
73. Involves self in development of professional library.
74. Provides for staff visits to view other programs and other schools.
75. Utilizes counseling staff to promote awareness of pupil problem areas.

STC Sub Score

STD Assesses and Evaluates Staff

76. Involves faculty in development of teacher evaluation instrument.
77. Visits classrooms regularly for supervision and evaluation purposes.
78. Requires and evaluates lesson plans on a regular basis.
79. Meets with staff members individually to evaluate teacher efficiency.
80. Determines which teachers need to meet with subject matter specialists.

STD Sub Score

Staff Personnel Task Total

[illegible]

SFTA Involves Staff/Pupil in School Plant Utilization

- SFTA Sub Score

86. Exhibits behavior, such as a good working relationship with the school engineer and his staff, that promotes good physical appearance of school plant.
87. Directs staff to promote correction of litter problems.
88. Directs engineer to remove graffiti as soon as possible.
89. Promotes school appearance program through communication vehicles.
90. Purchases plants or arranges for improvements in landscaping to promote physical enhancement of the school plant.

SFTB Sub Score

[illegible][illegible]

Critical Task Observation Schedule
(continued)

[illegible]

SFTC Prepares Budgetary Documents

91. Handles reports by personal or delegated responsibility with efficiency.
92. Maintains efficient office filing system.
93. Involves clerks and administrative assistant in business tasks.
94. Budgets administrative time efficiently.
95. Adjusts total budget to accommodata instructional purchases.

SFTC Sub Score

SFTD Evaluates Program Outcomes

96. Evaluates general level of school plant cleanliness through daily inspection.
97. Works effectively with the District Superintendent in evaluating the budgetary requirements of the school.
98. Evaluates special programs in terms of productivity/cost analysis.
99. Uses the Performance Appraisal Plan (PAP) as a means to help evaluate school plant and budgetary outcomes.
100. Evaluates safety features of school plant in relation to educational program.

SFTD Sub Score

School Plant/Financial Task Total

[illegible]

Summary of Critical Task Observation Schedule*

I. Instructional Task _____

- A. Assesses _____
- B. Plans Program Improvements _____
- C. Implements Program Improvements _____
- D. Evaluates Program Change _____

II. Pupil Personnel Task _____

- A. Understands Today's Pupil _____
- B. Involves Pupil in Educational Planning _____
- C. Provides Guidance and Pupil Personnel Services _____
- D. Demonstrates Awareness of Student Rights _____

III. Community Relations Task _____

- A. Demonstrates Communication and Interaction Skills _____
- B. Demonstrates Awareness of Recent Societal Issues _____
- C. Provides for Community Relations Enhancement _____
- D. Displays Community Leadership Competencies _____

IV. Staff Personnel Task _____

- A. Selects Staff for Program Needs _____
- B. Orientates Staff Members _____
- C. Conducts Activities for Staff Members _____
- D. Assesses and Evaluates Staff _____

V. School Plant/Financial Task _____

- A. Involves Staff/Pupil in School Plant Utilization _____
- B. Promotes Physical Environment _____
- C. Prepares Budgetary Documents _____
- D. Evaluates Program Outcomes _____

Total Score Critical Task Observation Schedule _____

School _____ No. _____

Principal's Subjective Evaluation Index

Rank from 1 to 5. 1=low

3=average

5=superior

- 1. Visibility
- 2. Informality
- 3. Vitality
- 4. Communication (verbal)
- 5. Communication (written)

1	2	3	4	5

Total Score _____

* Adapted from the 1965 Southern States Cooperative Program Study in Educational Administration.

APPENDIX C

School Statistics Sheet

A. The School

1. Age of building _____
2. Enrollment _____
3. Percent minority students _____
4. Poverty Rank _____

B. The Principal

1. Sex _____
2. Racial Background _____
3. Age _____
4. Years as principal _____
5. Years at present school _____
6. Training past master's degree _____
7. Experience as assistant principal _____
8. Number of principalships _____

C. The Faculty

1. Percent with six years or more experience _____
2. Percent with master's degree plus 36 hours _____

D. Achievement Statistics: combined 75/76 A.Q. _____

At. Q. _____

APPENDIX D

1=low

3=average

5=excellent

School Evaluation Checklist*

I. Outside

1. Building and grounds

- a. Condition of windows _____
- b. Condition of walls _____
- c. Amount of playground equipment _____
- d. Condition of playground equipment _____
- e. Landscaping _____
- f. Size of playground _____
- g. Comments _____

2. Condition of surrounding neighborhood

- a. General appearance of buildings _____
- b. Generally commercial _____ or generally residential _____
- c. Market value of surrounding property _____
- d. Loiterers _____
- e. Vacant lots _____
- f. Graffiti _____
- g. Comments _____

II. Inside

1. General school climate

- a. Hallway movement _____
- b. Interior condition _____
- c. Graffiti _____
- d. Teacher supervision in hallways _____
- e. Noise volume _____
- f. Bulletin boards _____
- g. Student behavior during passing periods _____
- h. Comments _____

2. Office atmosphere

- a. Clerk PR _____
- b. Office appearance _____
- c. Visitor accommodations _____
- d. Office disciplinary procedures _____
- e. Comments _____

3. Principal's accommodations

- a. Privacy _____
- b. Office appearance _____

School Evaluation Checklist - Page 2.

c. Communications system_____

d. Comments_____

4. Classroom climate

a. Teacher leadership style: 1)autocratic; 2)democratic;
3)laissez faire (overall impression)_____

b. Student involvement_____

c. Teacher preparation_____

d. Student behavior_____

e. Classroom appearance_____

f. Special instructional areas_____

g. Blackboards_____

h. Comments_____

5. School facilities Rate 1 - 5 0 = none

a. Lunchroom_____

b. Gym_____

c. Library_____

d. Learning Center_____

e. Special Ed facilities_____

f. Off-quota programs_____

g. Science room_____

h. Art room_____

i. Music room_____

j. Auditorium_____

k. Bathrooms_____

l. Mobiles_____

m. Foreign language lab_____

n. Comments_____

* The School Evaluation Checklist was devised for this study to evaluate the outside and interior condition of the school building. In addition, the community was evaluated in relation to the general school appearance. Notations concerning general school climate, classroom climate and available school facilities were related to the instructional program.

APPENDIX E

Principal's Data Collection Sheet

Name _____

Years at present school _____ School Category _____

Experience as assistant principal? _____ If yes, how long _____

Check appropriate boxes

age	25-29 _____	Sex	M _____	Years Teacher	_____
	30-34 _____		F _____	0-4	_____
	35-39 _____			5-9	_____
	40-44 _____	Number of		10-14	_____
	45-49 _____	Principalships		15-19	_____
	50-54 _____	1	_____	20-24	_____
	55-59 _____	2	_____	25-29	_____
	60-64 _____	3	_____	30-34	_____
		4	_____	35-	_____
		5	_____		

<u>Highest Degree:</u>	Masters _____	Years Principal	_____
	Masters + 36 hrs. _____	0-4	_____
	Doctorate _____	5-9	_____
	Post Doctorate _____	10-14	_____
		15-19	_____
		20-24	_____
		25-29	_____
		30-34	_____
		35-39	_____

Where Degree Obtained:

Bachelors _____

Masters _____

Doctorate _____

Post Doctorate Study _____

Teaching Certificate _____

APPENDIX F

Principal Interview Schedule*

I. Teachers

1. Rank in order the factors most important to you in evaluating teachers.
 - ☐ a. Dependability
 - ☐ b. Organization and housekeeping
 - ☐ c. Professionalism
 - ☐ d. Cooperation
 - ☐ e. Enthusiasm (Key response)
 - ☐ f. Personality
 - ☐ g. Knowledge of subject matter
 - ☐ h. Ability to work well with children
2. In general, how would you say your teachers feel about working here?
 - ☐ a. Dedicated
 - ☐ b. Most are above average in their loyalty and enthusiasm
 - ☐ c. Just doing their job
 - ☐ d. Negative. Many would like to leave
 - ☐ e. Other

II. ESEA Programs

1. What ESEA programs do you have in this school?
 - a. _____
 - b. _____
 - c. _____
2. Which do you like best? Why?

3. Which do you like least? Why?

4. Would your teachers agree with your preferences?

If not, why?

Principal Interview Schedule - p.2

III. Evaluation of the school and program

1. What are you most proud of here? Why?

2. What would you like most to change? Why?

3. To what do you attribute any unusual success the school might have?

- ☐ a. The staff
- ☐ b. The ESEA programs mentioned above
- ☐ c. Parent-school relations
- ☐ d. The students
- ☐ e. Faculty-administration cooperation
- ☐ f. The district superintendent
- ☐ g. Other

4. To what do you attribute any unusual problems the school might have?

- ☐ a. The staff
- ☐ b. Gangs
- ☐ c. Parental apathy
- ☐ d. Pupil turnover
- ☐ e. Lack of recreational facilities in the community
- ☐ f. Pupil absenteeism
- ☐ g. Pupil motivation
- ☐ h. Poverty
- ☐ i. The district superintendent
- ☐ j. Central office bureaucracy
- ☐ k. Other

IV. The job

1. What do you like best about your job? Please rank.

- ☐ a. Adequate staffing to give time for supervision
- ☐ b. The students
- ☐ c. The community
- ☐ d. My teachers
- ☐ e. The challenge of a variety of activities
- ☐ f. Feeling of self-actualization
- ☐ g. Getting the job done well
- ☐ h. Absence of pressure
- ☐ i. Respect of community

Principal Interview Schedule - p.3

- ☐ j. Respect of students
- ☐ k. Getting paid
- ☐ l. The schedule

2. What do you like least about your job? Please rank.

- ☐ a. Disciplinary problems
- ☐ b. Staff friction
- ☐ c. Parent apathy
- ☐ d. Low reading scores (Key response)
- ☐ e. Lack of promotional possibilities
- ☐ f. Pressure from the district superintendent
- ☐ g. Pressure from parents
- ☐ h. Students have so many problems and hardships
- ☐ i. Teacher turnover
- ☐ j. Student turnover
- ☐ k. Other

* The Principal Interview Schedule was developed as a guide for this study to be used by the observer. All of the information contained on the guide were gathered through replies to the observer's questions.

APPENDIX G

ADDRESS OF EMPLOYER OR SCHOOL: _____ PERSON DESCRIBED: _____

(LAST NAME FIRST)

STATE

CITY

BOX #1		BOX #2		BOX #3	
SHEET CODE		GROUP CODE		TODAY'S DATE	
MONTH	YEAR	MONTH	YEAR	MONTH	YEAR
JAN	10	JAN	10	JAN	10
FEB	11	FEB	11	FEB	11
MAR	12	MAR	12	MAR	12
APR	13	APR	13	APR	13
MAY	14	MAY	14	MAY	14
JUN	15	JUN	15	JUN	15
JUL	16	JUL	16	JUL	16
AUG	17	AUG	17	AUG	17
SEP	18	SEP	18	SEP	18
OCT	19	OCT	19	OCT	19
NOV	20	NOV	20	NOV	20
DEC	21	DEC	21	DEC	21

SEX
CM
CF

BOX #4

SELECT ONE
A. SELF-ACTUAL

SELF-IDEAL

(C) PEER-ACTUAL
(D) PEER-IDEAL

SUBORDINATE - ACTUAL

SECONDARY - IDEAL

ADMINISTRATIVE SUPERIOR-ACTUAL

ADMINISTRATIVE SUPERIOR-IDEAL

BOX #5

STUDENT: ACADEMIC MAJOR: -

YEAR IN SCHOOL: 1

JOB HOLDER: TITLE:--

APPLICANT: NAME OF POSITION: -

30X #6		BOX #7		BOX #8		BOX #9	
YEARS WITH CURRENT EMPL.	TOTAL YEARS EMPLOYED	AGE	STUDENT NUMBER	1	2	3	4
0	0	03	03	0	0	0	0
1	1	13	13	1	1	1	1
2	2	23	23	2	2	2	2
3	3	33	33	3	3	3	3
4	4	43	43	4	4	4	4
5	5	53	53	5	5	5	5
6	6	63	63	6	6	6	6
7	7	73	73	7	7	7	7
8	8	83	83	8	8	8	8
9	9	93	93	9	9	9	9

1	AMBITION CONSIDERATENESS ENTHUSIASM FLEXIBILITY SELF-CONTROL	8	FAIRNESS FLEXIBILITY ORIGINALITY PERSONAL CHARM DEPENDABILITY	15	PATIENCE PERSONAL CHARM VIGOR CONSIDERATENESS JUDGMENT
2	CONSIDERATENESS COOPERATIVENESS FAIRNESS FORCEFULNESS VERBAL FLUENCY	9	FLEXIBILITY FORCEFULNESS PATIENCE PERSUASIVENESS EMOTIONAL STABILITY	16	PERSONAL CHARM PERSUASIVENESS AMBITION COOPERATIVENESS KNOWLEDGE OF SUBJECT MATTER
3	COOPERATIVENESS CREATIVENESS FLEXIBILITY IMAGINATION VIGOR	10	FORCEFULNESS IMAGINATION PERSONAL CHARM RESOURCEFULNESS ENTHUSIASM	17	PERSUASIVENESS RESOURCEFULNESS CONSIDERATENESS CREATIVENESS ORIGINALITY
4	CREATIVENESS DEPENDABILITY FORCEFULNESS JUDGMENT AMBITION	11	IMAGINATION JUDGMENT PERSUASIVENESS SELF-CONTROL FAIRNESS	18	RESOURCEFULNESS SELF-CONTROL COOPERATIVENESS DEPENDABILITY PATIENCE
5	DEPENDABILITY EMOTIONAL STABILITY IMAGINATION KNOWLEDGE OF SUBJECT MATTER CONSIDERATENESS	12	JUDGMENT KNOWLEDGE OF SUBJECT MATTER RESOURCEFULNESS VERBAL FLUENCY FLEXIBILITY	19	SELF-CONTROL VERBAL FLUENCY CREATIVENESS EMOTIONAL STABILITY PERSONAL CHARM
6	EMOTIONAL STABILITY ENTHUSIASM JUDGMENT ORIGINALITY COOPERATIVENESS	13	KNOWLEDGE OF SUBJECT MATTER ORIGINALITY SELF-CONTROL VIGOR FORCEFULNESS	20	VERBAL FLUENCY VIGOR DEPENDABILITY ENTHUSIASM PERSUASIVENESS
7	ENTHUSIASM FAIRNESS KNOWLEDGE OF SUBJECT MATTER PATIENCE CREATIVENESS	14	ORIGINALITY PATIENCE VERBAL FLUENCY AMBITION IMAGINATION	21	VIGOR AMBITION EMOTIONAL STABILITY FAIRNESS RESOURCEFULNESS

INSTRUCTIONS

This answer sheet is machine scored by an optical scanning process. To insure accurate results, please observe the following instructions without exception:

1. Use a #2 pencil only (no pens or electrographic or colored pencils)
2. Place the sheet on a hard surface.
3. It is imperative that marks be fairly dark and that they fill the white spaces and include but do not exceed the boundaries provided.

	CREATIVENESS
	DEPENDABILITY
	FORCEFULNESS
	JUDGMENT
	AMBITION

USE BOX 4 TO INDICATE LETTER OF INSTRUCTIONS (A, B, etc.) FOLLOWED

A. SELF-ACTUAL. What is the occupation in which you are presently engaged (or if a student or a job applicant, most interested)? _____ Use the traits on the Digitek form to describe your characteristics as you think they are (would be) exhibited in your work in this occupation. In each set of five traits blacken the 1 before the trait on which you think you are strongest, the 2 before the trait on which you think you are next strongest, the 3 before the next, the 4 before the next, and finally, blacken the 5 before the trait on which you think you are the least strong.

B. SELF-IDEAL. What is the occupation in which you are presently engaged (or if a student or a job applicant, most interested)? _____ Use the traits on the Digitek form to describe the ideal characteristics you think you should possess for most success. In each set of five traits blacken the 1 before the trait on which you think it would be most important to be strong, the 2 before the trait on which it would be next most important to be strong, the 3 before the next, the 4 before the next, and finally, blacken the 5 before the trait on which you think it would be least important for you to be strong.

C. PEER-ACTUAL. As a co-worker you have a special opportunity to be familiar with the work of the person named on the Digitek form. In each set of five traits on the Digitek form blacken the 1 before the trait on which you think he (she) is strongest, the 2 before the trait on which you think he (she) is next strongest, the 3 before the next, the 4 before the next, and finally, blacken the 5 before the trait on which you believe he (she) is probably least strong.

D. PEER-IDEAL. Use the traits on the Digitek form to describe the ideal co-worker in your field. In each set of five traits on the Digitek form blacken the 1 before the trait on which you think he (she) would be strongest, the 2 before the trait on which you think he or she would be next strongest, the 3 before the next, the 4 before the next, and finally, blacken the 5 before the trait on which you believe he (she) might be least strong.

E. SUBORDINATE-ACTUAL. As a supervisor you have a special opportunity to be familiar with the work of the person named on the Digitek form. In each set of five traits on the Digitek form blacken the 1 before the trait on which you think he (she) is strongest, the 2 before the trait on which you think he (she) is next strongest, the 3 before the next, the 4 before the next, and finally, blacken the 5 before the trait on which you believe he (she) is probably least strong.

F. SUBORDINATE-IDEAL. Use traits on the Digitek form to describe the ideal person for the role specified. In each set of five traits on the Digitek form blacken the 1 before the trait on which you think he (she) should be strongest, the 2 before the trait on which you think he (she) should be next strongest, the 3 before the next, the 4 before the next, and finally, blacken the 5 before the trait on which you believe he (she) could probably be least strong.

G. ADMINISTRATIVE SUPERIOR-ACTUAL. As a subordinate of the person named on the Digitek form you have a special opportunity to be familiar with him. In each set of five traits on the Digitek form blacken the 1 before the trait on which you think he (she) is strongest, the 2 before the trait on which you think he (she) is next strongest, the 3 before the next, the 4 before the next, and finally, blacken the 5 before the trait on which you believe he (she) is probably least strong.

H. ADMINISTRATIVE SUPERIOR-IDEAL. Use the traits on the Digitek form to describe your perception of the ideal administrative superior. In each set of five traits blacken the 1 before the trait on which you think he (she) should be strongest, the 2 before the trait on which he (she) should be next strongest, the 3 before the next, the 4 before the next, and finally, blacken the 5 before the trait on which you believe he (she) could probably be least strong.

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APPENDIX H

Calculation of t-test

I. Scores of + schools

Factor or trait (i.e., verbal fluency, manager, years as principal, etc.)

 x_1 x^2

1.

2.

3.

4.

$$\bar{x}_1 = \frac{\sum x_1}{10} = \frac{\quad}{(3)}$$

5.

6.

7.

$$\frac{(\sum x_1)^2}{10} = \frac{\quad}{(4)}$$

8.

9.

10.

$$\begin{array}{ccc} \hline \sum x_1 & = & \sum x_1^2 \\ \hline (1) & & (2) \end{array}$$

(1) =

(2) =

(3) =

(4) =

II. Scores of - schools

x_2	x_2^2
-------	---------

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

$$\bar{x}_2 = \frac{\sum x_2}{10} = \frac{\quad}{(7)}$$

$$\frac{(\sum x_2)^2}{10} = \frac{\quad}{(8)}$$

$$\sum x_2 = \frac{\quad}{(5)}$$

$$\sum x_2^2 = \frac{\quad}{(6)}$$

$$(5) =$$

$$(6) =$$

$$(7) =$$

$$(8) =$$

III. Calculation of Sp (Pooled standard deviation)

$$s_p^2 = \left(\frac{\sum x_1^2}{N_1} - \frac{(\sum x_1)^2}{N_1} \right) + \left(\frac{\sum x_2^2}{N_2} - \frac{(\sum x_2)^2}{N_2} \right)$$

$$N_1 + N_2 - 2$$

$$s_p^2 = \left(\frac{(2)}{(2)} - \frac{(4)}{(4)} \right) + \left(\frac{(6)}{(6)} - \frac{(8)}{(8)} \right) = \frac{(9)}{(9)}$$

$$s_p = \sqrt{s_p^2} \quad (\text{above number})$$

$$s_p = \sqrt{\frac{(9)}{(9)}} = \frac{(10)}{(10)}$$

(See square root table
P. 474 Dixon & Massey)

$$s_p = \frac{(10)}{(10)}$$

Iv. Calculation of t-value

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_p \sqrt{1/N_1 + 1/N_2}}$$

$$t = \frac{\quad}{(3)} - \frac{\quad}{(7)} \times 2.236$$

Note- if (7) is larger than (3), reverse the order.

$$t = \frac{\quad}{(11)} \quad \text{Significance level} = \frac{\quad}{(10)}$$

If t is less than 1.734, no significance - null

If t is 1.734 - 2.100, significance = .10

If t is 2.101 - 2.551, significance = .05

If t is 2.552 - 2.877, significance = .02

If t is 2.878 or greater, significance = .01

APPROVAL SHEET

The dissertation submitted by Salvatore A. Vallina has been read and approved by members of the Department of Educational Administration.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is, therefore, accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

12-30-77

Date

Philip M. Carlson

Signature of Adviser